

Childhood Education

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May 1956

JOURNAL OF THE

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Photo by Warren Schilder, Wisconsin State College, Milwaukee

Growth Is Not an Assembly Line Process

IF THE DECADES OF OUR CENTURY WERE TITLED, WE MIGHT WELL CALL the 40's the "Age of Anxiety," the 50's the "Period of Pressures."

In spite of the inherent danger of oversimplifying a complex culture pattern such as ours, let us look at recent developments which have bearing on the lives of our children.

A first clearly desirable pattern in our contemporary culture is the deep and widespread effect of the scientific revolution which goes on about us. It is inevitable that out of the fantastic speed with which discovery proceeds in the realm of the physical sciences should come the cry "Hurry, hurry" to our children. We need trained workers with

skills exquisitely developed to man the technological giant born out of this new world of science.

In an atomic age, our very survival seems to depend upon the engineers and the scientists, in numbers undreamed of a few short years ago. The culture's need presses upon the school, the school upon its teachers, the teachers upon their children.

And the speed-up for the schools is on. Why not reading in the kindergarten? Why not advanced mathematics in the junior high school? Why not find the gifted child early and put him to work fast?

Less easily apparent is another impact on children, that of the sociological disciplines with their formulation of patterns for successful individual performance in a healthy society. Again the child must "Hurry, hurry"—to develop the social skills, become a well-rounded person, have hobbies, interests, and the ability to "make friends and influence people."

Here the conscientious parent enters the field. There are lessons—to skate, to sail, to dance, to paint, to make music. And there are social and cultural experiences—the Scouts and Camp Fire Girls, libraries and museums, trips, summer camps and Sunday Schools, parties and dates.

If such ambitions in school and home only fit the fortunate, privileged child, what of the others? Here the community steps in with its settlements and clubs and a wide variety of provision for out-of-school activity. It is a fortunate society that can offer such rich opportunities for its children. We may well applaud our efforts.

But what about this twentieth century child to whom so much is offered and from whom so much is expected? He is still, as he has always been, the same young organism with his inner needs to fulfill, drives to resolve, concepts to develop, a style of learning and knowing to achieve. This is a long, slow and not altogether logical process. We may teach more, but does he learn more? We may provide more opportunity, but can he use it in terms of a non-psychological logic or expectation?

Do we remember how children behaved in the "Age of Anxiety?" We saw that they could withstand the terror of falling bombs better than separation from their parents. We came to understand that the satisfactions of basic needs are the essential foundation for coping with cultural stress.

CAN WE LEARN FROM THIS DRAMATIC LESSON OF AN EARLIER DECADE something of relevance to our "Period of Pressures?" Our educational purposes are best served when the child remains in central focus. Rich experiences—intellectual as well as social and creative—are indeed more than ever the child's birthright. Yet expectations must be individualized. Growth is not an assembly line process. The speed-up may be more damaging than productive.—CHARLOTTE B. WINSOR, *chairman, Graduate Program, Bank Street College of Education, New York City.*

Stresses and Strains

Children are exposed to numerous conglomerate ideas and bits of knowledge. They need help to put such widely scattered experiences together in order to better understand the meaning of life. These suggestions for our concerns have been made by Marion Nesbitt, a teacher in Maury School, Richmond, Va.

IN THE AGE IN WHICH WE LIVE WE SEEM to have come to expect that numerous tensions are common and will be common to our world. The fast pace at which we move, the increasing standard of living which always seems to put our wants ahead of our means, and the general insecurity of possible annihilation, all work together to make us taut, ready to snap when extra pressure arises.

Many of the stabilizing factors of a generation ago seem to exist only here and there, or in part if they seem to exist at all. Home life, the greatest stabilizer in our culture, has too often been disrupted. Thousands of mothers spend the greater part of the day outside the home. If the mother does not work she is usually engaged in varied community activities which demand a great share of her time. Children, while having more material possessions, are often denied the love and sympathy that make it possible to untangle one's self and relax. Patience, forbearance, and mutual understanding take time. In many homes, because of the lack of time, uneven schedules or the pressure of outside activities, the family no longer gathers around the dinner table. There seems to be little time in large numbers of families when group solidarity can be built.

Friendships, an integrative factor in the lives of both children and adults, because of the great mobility of our popu-

lation are often difficult to make and to maintain. Village life, as many adults once knew it, seems to be fast disappearing. In the village or small community, life with its ebb and flow supplied an integrative quality, a cohesive force, for here people knew each other and cared for each other. In the village store and in the village post office opinions were shared, news discussed, and little happenings were related. Anybody's business was everybody's business.

Today, when so much of life is urban and so many rural areas have taken on urban characteristics, people often do not know people as persons. Individuals living close to each other are not neighbors. They may contribute to the same "funds" but common interests are not sharply defined and sharing in community responsibilities becomes increasingly difficult. Where once children and adults "belonged" to the home and the community with their attendant activities, they now more often than not seek belongingness in clubs and societies. These clubs may be far from the home base.

Urbanized living, travel, television, and various widely scattered activities offer children an overwhelming range of opportunities and advantages. In these opportunities and advantages children are exposed to numerous conglomerate ideas and bits of knowledge. These experiences offer great breadth but they are

often lacking in depth. Children need help to put such widely scattered experiences together in order to better understand the meaning of life. If real, solid growth is to be achieved there not only must be expansion, there must also be cohesion. It is when a cohesive force is lacking in living that many tensions arise.

School Can Augment the Home

The school as a community agency, seeking to augment the home and to operate at the point of human need, will try to help children create a whole out of diversity. It will try to help children build a satisfying philosophy of life, thus supplying a cohesive force which gives strength and stability to living.

If tensions are to be reduced, the school's first concern will be with the children themselves and the way they behave. The school must believe that the way one behaves is more highly important than merely learning a collection of facts or achieving a high score on a reading test.

Educators have often spoken of and written of the necessity for each child to achieve status in his group, to feel belongingness and the security of being among friends. But in actual practice we have too often created situations which heighten emotional tension. We have too often "grouped" children according to academic standards and placed the greater emphasis on getting them "up to grade." By so doing we intensify basic insecurity and highlight limitations.

In the case of bright, gifted children, often already over-stimulated, having had more experiences than they could well assimilate, we have given them more of the same when they needed controls, better ways of behaving, and opportunity to look on life with quiet eyes.

It takes careful planning to eliminate the rush and hurry of a school day.

Schedules of subjects and classes may have to be revised if problems of living are worked through so that all may have opportunity to enjoy and to savor the essence of life.

Awareness of the Natural World

Today there is much familiarity with and use of the mechanized inventions of science and there is much excited talk of supersonic planes and trips to the moon. Since this is true, it is important for children to think often of the natural world that they may learn some of the deeper meanings of the universe.

Unless a child is helped to see, he may not account the rising and the setting of the sun a magnificent marvel. He may accept as commonplace the millions of stars in the sky. He may not be amazed by the thousands of organisms sleeping in the bark and branches of trees in the winter woods, or the millions of insects living in the grass in summertime.

If children do not have time to think about, to question, and to discuss the power in the universe which is greater than they, they may not perceive the greatness of life itself. As children discuss and feel the wonder of such phenomena, they have opportunity to develop long, deep thoughts, and to grow in relaxed control.

It Takes Time

To so live with children that they develop relaxed control and begin to see the cause and effect of undesirable behavior takes time. It takes time to help them recognize and to value behavior that makes the world a better place in which to live.

It is no simple task to help children appreciate kindness and courage that is quiet rather than spectacular. Appreciation for one who shows tenderness to a classmate who lacks friends, and admira-

tion for the courage of a shabbily dressed child who despite unfortunate home life lives with unassuming integrity, must be learned.

It takes time to deal with hot words, thoughtless acts, and unkind thoughts; and it takes time to help all concerned to feel better for having lived through the experience. It takes much good living to inculcate a generosity of judgment and a willingness to give the benefit of the doubt to one who misunderstands us. It is not easy for children to learn that they cannot have everything they want and as they want it to be. It takes time to learn that though one may be disappointed in himself today, tomorrow is a new day holding new hope and new promise.

Such traits of character grow slowly and as we know never entirely reach fruition. One would not wish for self-conscious virtues devoid of charm but for wholesome living with its ups and downs, interlaced with good companionship, fun and gaiety, the kind of living in which children thrive.

To spend so much time and thought on the way one lives at school will not detract from the achievement of the skills and other meaningful academic learnings. Quite the contrary. Because of the integration of the self, the attack on life will be stronger and more purposeful and

the learnings will not be less but greater.

There are thousands of teachers in this country who have real understanding of the ways children grow and learn. These teachers know that pressures from within and without the school sometimes interfere with the best growth process.

When attacks upon education come, however unjustified, however lacking in scholarship they may be, some educators, not well grounded in a philosophy which would give them stability and adequateness, begin a retreat. They begin a retreat which denies what they know to be good. Only as educators themselves continually build a growing, living, humanitarian philosophy, will they be able to help children build a philosophy adequate to meet the stresses and strains of our time.

Teachers who help children bear the impact of the pressures that constantly play upon them, and who many times stand between children and these pressures, will not be buffeted, battered, and broken by them. Far from it. Out of this kind of living teachers will gain strength and stability. This is our culture, our time, our era. Only by rising to its demands will we be able to build and to help children build a philosophy of life that is satisfying and contributive to the society in which we live.

Newbery and Caldecott Medals

Frog Went a-Courtin', illustrated by Feodor Rojankovsky, was judged the most distinguished picture book of 1955 to receive the Caldecott award. (Reviewed in *CHILDHOOD EDUCATION*, Sept. 1955.)

Jean Lee Latham won the Newbery award for the most distinguished contribution to children's literature in 1955 with her book *Carry On, Mr. Bowditch*. This book was published by Houghton Mifflin and Company.

GOOD DAYS AT SCHOOL

By what criteria do you measure the goodness of your days at school? This article points up three important questions which should be part of the criteria. Viola Theman is professor of education, Northwestern University, Evanston, Illinois.

IF SOMEONE ASKED YOU TO RECALL your school years to decide whether your memories are predominately pleasant or unpleasant, what would you say? Of course, your memories are varied: some days were unusually pleasant; some days markedly unpleasant; and perhaps, to many days you were indifferent and no longer can recall your feelings. However, rather quickly decide into which of the two categories you would place your early school life . . . pleasant or unpleasant? Your answer is "Unpleasant"? Then probably you are among the older readers. If, however, your response is "Pleasant" then, quite probably, you are in college now or a graduate of the past few years. There are many individual exceptions to the age membership ascribed to these two groups but in general, young adults of today have happier memories of their early school days than did the young adults of 13 or more years ago.

Since 1942 I have asked this question concerning memories of early school years of most of my university students as well as of other groups with which I have worked.* The responses? For years the replies of "Unpleasant" predominated. But during the past few years the "Pleasant" responses have begun and continue to increase in percentage until

now they exceed the "Unpleasant" in every group questioned.

From these data the writer has concluded that sometime during the past 30 years** and probably about 1935 to 1937 life in the primary grades actually began to be more pleasant for many children.

I believe that these data explain some of the sincere criticisms directed currently at schools by the public, especially by some of our middle-aged and older citizens. Unhappy memories of school days and lasting resentments against the early school treatment of an individual or of his classmates are not apt to win friends for the adequate financial support of schools, for the encouragement of teachers desirous of making needed changes in materials or methods, for teachers as people in the community, or even for teaching as a profession. It is probable that schools will continue to get the support (not limited to financial) of the public in proportion to the respect adult citizens have for schools. But this respect is won or lost in an appreciable number of cases 15 or more years prior to the time the adult individual makes decisions affecting the operation of the school. In addition, such memories may have little relation to the current, local school the adult's decision affects.

* The author teaches classes for university students of junior, senior, and graduate standing and workshops for experienced teachers and administrators.

** In 1943 the questions were first asked of college students who probably were enrolled in first grades after 1927.

These thoughts are particularly sobering because of two sets of factors that currently tend to operate in opposing directions.

There is evidence that schools have made recent progress in meeting some needs of children as expressed by the change in adult memories of school days. This progress has been made possible by psychological and educational research and through teachers' efforts to utilize research findings pertinent to the following in classroom practice and procedure:

(a) The significance of individual differences in pupils' abilities and learnings.

(b) The importance of the group and the significance of the child's place in the group as well as his estimate of himself.

(c) The necessity for each child to achieve success in *several* areas of school and out-of-school living in order that he may make further gains socially, emotionally, and educationally.

But now just when the schools have begun to make much needed gains in integrating these concepts into classroom practice the extreme shortage of well-qualified teachers (who know something about this research and what it means for children) coupled with the increasing size of classroom enrollments make it doubly difficult to continue to translate research findings into practice and to effect desirable changes in pupil behavior.

We well can wonder what will be the school memories of college students 15 to 20 years from now! And as adults what will they consider to be the role of the American school!

What and how we do whatever we do to, for, and with children in school and at home *today*—handicapped as we are by the current hazards of large classes and shortage of teachers—will seriously affect our children both now and later when they as adults will shape the kind of school tomorrow's children will have.

The Implications for Good Days

What then are some of the major school memories reported by adults and what are some of the implications for good days both at home and at school—for the child brings his joys and his sorrows, his successes and his failures home with him and back to school!

Concerning the categories of unhappiness or even of misery long remembered, three areas are outstanding in frequency among college students reporting them: (1) unfair or unkind treatment of the individual reporting, (2) unfair or unkind treatment of classmates and (3) personal feelings of inadequacy in one or more abilities. It is significant to note that almost as many individuals remembered with displeasure or resentment the unfair or humiliating experiences of other children, as remembered and reported events leading to personal unhappiness. This concern for classmates' misery so long remembered and so poignantly felt by young children is especially significant because the happy memories reported almost always concerned personal joys and successes.

Why is it then that as teachers we almost exclusively measure a good school day in terms of—

1) whether we and the class did everything we intended

2) the sequence and length of class periods

3) the amount of subject matter covered

4) the apparent smoothness of the day (no protests and few petty annoyances)?

When trying to think of how to make the next days better why do we tend to limit consideration to such factors as:

1) blocks of subject matter

2) a planned yet flexible program

3) reorganization of class into ability groups

4) use of more or new materials and equipment

5) use of additional human resources such as other members of the staff, particularly the remedial reading teacher or the librarian?

Obviously these factors deserve serious consideration but much has been written and spoken about them and almost every earnest teacher has made some if not marked progress in these respects.

In contrast then with the great attention given to these factors, why do we give such miserly attention to other factors, specifically to the ones that are so important in establishing—

- 1) the basis for learning in the classroom
- 2) the attitudes toward learning, toward the school, and toward education
- 3) the attitudes toward other people
- 4) the self-evaluation of the child?

Such considerations appear to me to be basic to the accomplishment of our function as teachers—as human beings—as individuals in a working, evolving democracy. They are closely related to the strong and lasting memories of joy and of sorrow adults have of school long after other details have faded away.

Look at Our Classroom Behavior

When considering a good school day we need to think more seriously and more concretely of teaching as an adventure in human relations. We need to begin to evaluate a school day from this point of view and to translate what we value into our classroom behavior.

Let's start with some examples of the simple things many of us do regularly and somewhat thoughtlessly, or do and excuse ourselves for so doing because of rules (which we could alter), because of class size, or because our pupils are children:

I. "It's twelve of nine so it's too early to come indoors. You know you should wait outdoors. The bell will ring in just a few minutes. Yes, I know it's cold but that's the rule." Then, ten minutes later to another child: "It's after nine! Just why are you late? Yes, only two minutes after nine but that's two minutes late!"

Translate this to your own school. Is the time interval as narrowly conceived as in the anecdote? Would you as hostess or club leader impose such rigid time limits, so rudely, for the first, second, or even third offense of any *adult*? What may we have taught children by this miserable adventure in human relationships 1) to stay home if tardiness is probable, 2) to skip breakfast or run all the way to school crossing streets too hurriedly, 3) to play hooky to avoid being reprimanded at home and at school, 4) to think of teachers as censors in contrast with the helpers we're teaching children to believe policemen are? Not all tardiness is the fault of the child or even of his family. Sometimes even we may cause a child to be tardy in arriving home or in keeping other afternoon appointments. Could it be that the interval of time between school bells is too short for children, especially for young children 1) without watches, 2) unable to tell or to judge time accurately, and 3) unable to control all early morning events at home? We give adults with all these skills leeway for arrival at our homes for dinner. We deliberately plan to serve later than the exact time set by the invitation! Besides, if guests arrive somewhat early we never say, "Please wait outside or in the hallway," nor do we chide them for arriving late. We accept and do not demand explanations of adults.

II. Now it's nine AM and the thirty plus pupils enter the classroom. The teacher says, "Good morning boys and girls."

The teacher would never say, "Good evening guests" to a group of adults. Guests arriving even in groups would be greeted individually, by name, and made to feel welcome by a personally directed comment. Why can't more schools begin with a leeway of 15 to 30 minutes prior to the official tardy bell so children can be greeted as individuals and exchange

friendly words and ideas with the teacher? This would give him a chance to observe individual pupils and pupils as individuals, before the entire class is there demanding group attention.

III. Today many classes have so many pupils that the entire day—sometimes even a week—passes and some children (usually the quiet, agreeable ones) have not exchanged a single personal comment with the teacher.

No guest or employee in one's home would be so treated and continue to return for they would feel unwanted. One teacher of more than 60 kindergarten children during a morning session was able to direct a personal comment to each pupil. It was apparent to the observer that she knew and respected each child. Each pupil knew too the teacher was interested in him individually. She expressed her effort in these terms, "Seems that the least I can do is to speak to *each* child at least once." She accords each child as much respect as she does the adults who visit her classroom.

IV. A beginning teacher describing her third-grade class of poor, misbehaving, slow-learning children for whom she felt a marked measure of pity and concern said she wanted to give a Valentine party for them. She asked in all seriousness if it would be a good idea to give ice cream to each of them but to serve cookies only to the ones she felt qualified as "good" since she had become their teacher. She thought it would encourage the others to be good. "Good, for a cooky?" one was tempted to say. And then the thought came of how embarrassed she would be if a child to whom she had doled out a cooky saw a friend without a cooky and thoughtfully offered to share his!

In what other area of social living would we even consider any variation of the cooky-plan? Why do we even for a minute think this is an acceptable way of teaching because the persons are children when we know so well we would not consider such a plan with adults, not even with the mothers of these children!

V. "Believe me, I'm having plenty of conferences with these parents and I'll keep on until this class settles down so we can get to work," said another teacher. In reply, "Have you tried reporting something good or pleasant to these parents? There is something good about each child, isn't there?" "Oh yes," she answered, "do you think it would work?"

In these incidents, and in many more classroom situations where we ponder our behavior as teachers, the simple question "*Would I do this to an adult friend?*" helps us to gain perspective. It helps us to avoid many of the taken for granted, thoughtless ways in which we fail to respect children as persons and thereby teach them to be inconsiderate, callous, resentful, or even mean to others.

There are two other questions less easily answered but of equal importance if we would earnestly make days at school good ones for each child.

Was the child's concept of himself altered? If so, in what way? How will his classmates regard him after this?

To think through the many implications of these questions deserves and requires much time and more space than can be given here. Only certain aspects can be touched on and the reader encouraged to do personal interrogation.

Evaluations Have Many Effects

Jersild¹ wrote: "Nearly all the important currents in a young person's social relationships with his peers flow through his life at school. It is the theater in which much of the drama of the child's life is played."

Too often in our eagerness to teach certain facts or in our concern for the group we overlook, for example, the effects our evaluations have on individual children—even our unspoken ones.

A nursery-school teacher developed a simple "Guess Who Test" and used it individually

¹ Jersild, Arthur T. In *Search of Self*. Bureau of Publications, Teachers College, Columbia University, New York. 1952. p.90.



Courtesy, Cincinnati Public Schools, Ohio

These attitudes our children will learn and remember about school.

with her pupils. She asked such questions as:

- Who doesn't want to share his toys?
- Who cries easily?
- Who gets mad quickly?
- Who is often late to school?
- Who is slow to get ready?

These were children of ages 3 to 4 considered by many psychologists to be egocentric years. This young teacher had difficulty wording the 15 questions and some required rephrasing to be understood by the children. But, much to her surprise every child answered every question correctly—naming the child the teacher had in mind when she constructed the test questions! Her conclusion? She frankly was worried for she realized she unconsciously had caused certain children to be singled out by their classmates. She was surprised her evaluations were so apparent to such young children. She honestly believed she had said very little about particular children in these respects and wondered how the children guessed her feelings and thoughts so readily.

Other evaluations made casually—"That's good," "Right," or "Wrong," the way we say them, and the importance we as respected adults accord to certain aspects of school achievement—affect the child's growing concept of self and the attitudes of his classmates toward him.

It has even been reported that some middle-class teachers unconsciously permit upper-class children to talk longer (recite, ask and answer questions) than middle- or lower-class children.

Oral or written evaluations—consciously made or inadvertently revealed—addressed to parents, spoken in class, or expressed to the individual child, even when honestly spoken with good intentions still need to be considered for their effects on the child and on the other children involved.

For these attitudes of respect, or lack of it, for individuals of *all ages*, or for one's self—these are what our children learn and these are what they will remember of school, of people, and about themselves. These can be three questions of importance to be asked if we would truly try to evolve good school days for our pupils and days children will be happy to tell about at home now and recall years later.

- 1) *Would I do this to an adult friend?*
- 2) *Was the child's concept of himself altered? If so, in what way?*
- 3) *How will his classmates regard him after this?*

Humor is necessary for release of tensions and cementing of relationships. This article should stimulate adults to increase their sensitivity as well as pique their curiosity as to why children laugh.

NICKY AND JANE, NOW 20 AND JUNIORS in separate colleges, are sitting across the room knitting like mad. They are reminiscing about earlier more glorious days. The time for laughter is upon them. "Do you remember when?" sets them off. How about when John, age 6, said to his teacher, after she had scolded him for his deliberateness in getting into his snowsuit and galoshes, "But, teacher, I wouldn't seem so slow if all the other kids weren't so fast." This sent them reeling with laughter. It couldn't have been so funny the day it really happened as it now has grown to be. They must be adding gilt edges to this and other experiences they are now enjoying in the re-living.

Why do they laugh so heartily? Is it because what John said was so clever? Perhaps it was the droll manner of his speech that made anything John might say seem funny. Then again it may have been the unexpected disarming of the obviously irritated teacher that tickled their funnybones. What John said took her by surprise and she too had to laugh. Mayhap the laughter was precipitated by the comic relationship of a quite young boy struggling clumsily with galoshes and snowpants and a full-grown teacher harried with the necessity of producing same small boy fully clothed and on time to the taxi driver who was always in a hurry. It's hard to tell just why people laugh. If we were to become more perceptive in this regard, environmental conditions might be so ordered that much more hearty laughter would result.

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What Children

Children of all ages need fun and nonsense as a balance to the overserious tendency of today's living. Mostly grown-ups don't laugh enough. Life has a way of becoming a deadly serious business all too soon. In forgetting how to laugh grownups sometimes fail to realize how vital an ingredient laughter is to the healthy growth of a child's personality. Laughter acts to counterbalance the problems of everyday living. Bleeker puts it this way, "Whenever and wherever people laugh together and without malice—enmity, suspicion and greed vanish as if by magic." (1)

The therapeutic value of providing opportunities for children to laugh together is unquestioned. There is a wholesome release in laughing. However, just wishing that children *will* laugh does not suffice. The planned funny episode or situation often falls flat on its face as comedians so well might testify. Adults may do better to spend some time observing and reflecting upon the benefits that accrue to children as they respond with laughter to daily happenings. Perhaps, too, a real concern that children *really do* laugh is more important than understanding *why*.

Laughter Is an Elusive Thing

It is not easy for us to guess just what constitutes humor for children. We can observe what children *do* laugh at. But *why* they choose to laugh at this or that particular event often evades analysis.

Numerous attempts have been made to discover what people find humorous. The range in point of view is broad. Al Capp, speaking of adult humor, asserts that the

Find Humorous

basis of all humor is "man's inhumanity to man." (2) Rapp indicates that "laughter is born out of hatred and aggressiveness—that humor is basically savage." (3) Eastman hints that the atmosphere of play must pervade in order for real humor to occur. He states that when "a plausible movement of the mind comes to nothing" the situation is a humorous one. (4) Freud, speaking of adult humor, asserts that play on words, puns, absurdities rank high on the list of things that constitute humor. (5)

The surprise theory of humor is subscribed to by many who have written in this field. Hazard, in speaking of children's literature, points out that the "abrupt distortion and the unexpected turn makes children laugh." (6) Brumbaugh says that children "laugh at misproportions." (7) Liang notes that "deviations from the normal and conventional are outstanding causes of laughter." (8) Harms believes that "phantasy and the comic relationship between things and people" constitute a type of humor children enjoy. (9)

Justin lists six prominent theories of why children laugh: (a) surprise, (b) superiority and degradation, (c) incongruity and contrast, (d) social smile as a stimulus, (e) relief from strain, and (f) play situation. (10)

Landau found in his research concerning what children say is funny in literature that they laughed at (a) the discomfiture of a person or thing, (b) the unexpected turn (surprise), (c) the impossible, (d) incongruity, (e) degradation or superiority, (f) pun or play on words, (g) queer sounding and queer

looking words, and (h) nonsense. (11)

Adams states that "the young child's sense of humor is quite primitive. Delicate nuances in expression and behavior are lost upon him. He laughs to see his brother stand on his head or walk on his hands. He laughs when his pile of blocks falls down, or when someone pretends to be unable to find him in his hiding place . . . A sense of humor is a quality which is growing and changing throughout all the years of adulthood. It is one that can be nurtured and developed." (12) At 2, one laughs at queer-sounding words. At 5, one laughs at another's discomfiture. At 9, a ludicrous situation may bring forth wall-shaking guffaws. At adolescence, laughing at the opposite sex may furnish the release necessary to cover embarrassment. Although it's difficult to tell why they roar, it is quite evident, as Adams states, that one's sense of humor changes as one grows.

Seldom do adults and children see eye to eye on what is humorous. A young and inexperienced teacher whose children were "taking her for a ride" declared, "They laugh because they know it torments me." And that was undoubtedly the case. The tragedy lay in the fact that this teacher's sense of humor and the children's were far apart. They were laughing *at* rather than *with* the teacher. There's all the difference in the world in these two situations. One is healthy, the other usually unhealthy.

Contrast that situation with the following. A teacher and her class were laughing hard at a ludicrous situation described in the story, *Mr. Popper's Penguins*, which she was reading aloud. The gist of the matter was that Mr. Popper kept insisting that the mechanic rearrange the handle on the refrigerator door so that it could be opened from the inside, thus allowing the penguins freedom to go in and out as their comfort dictated.

There was no laughing *at* anyone here. The incongruity of the incident made it extremely funny. Everyone was in on the laughs. No one was an outsider. There was a psychological cementing process going forward in this situation which served to deepen group respect and belongingness.

A nursery-school teacher, eager to get her children dressed for outdoor play, told how her 3 year olds laughed and laughed when she said, "Let's hurry and put our mittens on our ears so we can go outdoors." They couldn't leave it alone but kept repeating her remark for days. Each time it was repeated it seemed to grow funnier. Here was a shared bit of funniness that added cohesiveness to this group.

A teacher of 8 year olds shared her children's delight at corny moron jokes. She related that an aura of fun could replace even the most solemn mood as soon as Ted said, "Want to hear the latest?" When this happened, and it did frequently, the jig was up for a while. The teacher soon learned that she might as well give in and attempt to "enjoy the corn" along with the 8 year olds. Was it crudity that fascinated these children? Was it play on words? Was it juxtaposition of ideas? No matter which it was, a high score was recorded on the laugh meter.

A mother listened in as three 5 year olds were delighted with these words:

"Hippy, snippy, pippy Pippy,
Lippy, tippy, tippy Hippy,
Lazy, lazy, crazy Maizie,
Crazy, crazy, lazy Maizie."

Apparently the very repetition of similar sounds in the rhyming words afforded these 5 year olds the necessary ingredients for laughter. They kept on experimenting with rhyming and non-sense words for quite some time before abandoning this fun.

Another mother related her concern over the rudeness and thoughtlessness of her son, age 4. She found him deliberately and repeatedly steering his new tricycle directly into the path of his three best friends. Each time he applied the brakes and they dodged just in the nick of time to avert tragedy. She was horrified. They were utterly gleeful. Only by resorting to measures stronger than persuasion was she able to divert their energies toward more constructive endeavors.

A new teacher spoke of Pete who had only to appear in the doorway to set the gang giggling. When she inquired exasperatedly, "What's so funny about Pete?" they couldn't tell her. "He's just Pete and that's that," someone said and off they went again.

The Role of Literature

There can be no doubt as to the role literature may play in the building of a sense of humor and in the enjoyment of laughable events and situations. Teachers will do well to cultivate a sense of humor in children through the broad use of many humorous literary selections. If, indeed, children laugh at the unexpected turn of events, the unusual turn of phrase, the ludicrous—literature abounds in these. What about Alice swimming about in a nine-foot-deep pool of her own tears; or Ferdinand, who had no intention at all of fighting, sitting comfortably in the arena serenely smelling the flowers; or the saucy Gingerbread Boy's impudence as he eludes everyone in the chase; and the plight of Peter Rabbit hiding in the watering pot? Much of A. A. Milne delights children, too. The lovable Winnie-the-Pooh is a source of constant delight, whether he is attempting to fool the bees by chanting an original rain song he has just composed special for the occasion, or has unwittingly eaten so much

honey that he finds he is unable to extricate himself from the jar labeled "Hunny."

Poetry, too, affords opportunities for group laughter. Many of Laura Richards' poems delight children, perhaps, because of their play on words. We've seen children laugh heartily at:

"Once there was an elephone,
Who tried to use the telephone."

"Timothy Tiggs and Tomothy Toggs,
They both went a-fishing for polliothywogs;"

The jingles and nonsensical verses found in *Mother Goose*, *Lear*, *Belloc*, and *Milne* afford children additional opportunities for wholesome laughter. Passages like "Peter, Peter, pumpkin eater," "Wee Willie Winkie runs through the town," or the hissing sound of "Sing a Song of Sixpence," may long since have ceased to tickle our jaded ears but are sources of delight to young listeners.

Nor should teachers overlook the full and complete savoring of humorous illustrations of Leslie Brooke and other illustrators of juvenile literature. Such laughter teasers as "The Bear News" which Father Bear is engrossed in reading in *The Three Bears*, or the "Lion with a green and yellow tie on" in *Johnny Crow's Garden* furnish a fitting prologue to later enjoyment of the more sophisticated, humorous drawings found in such magazines as the *New Yorker* and *Punch* which are widely sought as sources of adult amusement.

It Is Good To Laugh

It is good to laugh even though we may not always be able to categorize the stimuli which bring it forth. Enjoyment of humorous situations provides a release from miserable little tensions which all too frequently beset folks of all ages. It is unwise for adults grown desperately serious to frown upon the phenomenon

of children throwing back their heads and laughing lustily. It might help for each of us to recall the times when we, too, collected corny moron jokes and annoyed the stuffy grownups with them. Perhaps, then, the next time a 9 year old says, "Want to hear the latest Lil Abner, Little Iodine, or moron bit," we can at least muster up courage enough to listen politely.

It has taken each of us a considerable number of years to acquire our more maturely refined and intellectualized sense of humor. Once, too, in all probability our senses of humor were crude and a bit on the corny side. Once, too, stories of sillies, dolts, dimwits, and numskulls probably engaged our attention, as now they do so many of the children we teach. Once, too, what we laughed at must have irritated and/or bewildered our elders. The gulf between childhood and adulthood is broad. Once in a while the child and the adult can laugh together. It is good when this happens. It makes things nicer all around.

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Quality of Classroom Living

Related to Size of Kindergarten Groups

The problems of class size will be solved only as information is acquired on the differences to children when they attend school as members of groups of one size or of another size.

THIS REPORT IS A STUDY OF TWO GROUPS of kindergarten children each attending school for a half day. There were 37 children in one group and 26 in the other. They occupied the same room space and were taught by the same teacher with a duplicate program. What differences appeared to exist in their school experiences?

The Hypotheses of the Study. The study was guided by four hypotheses.

(1) There is more aggression in the large group as compared with the small group; (2) Children relate themselves to their peers more successfully in the small group than in the large group; (3) There are fewer child-teacher contacts in the large group than the small group; (4) There is more creativity and variety of activity in the small group as compared with the large group.

The Classroom Situation

The study was carried on in one of the older buildings of Salt Lake City. The room had 693 square feet of space. This gave $18\frac{1}{2}$ square feet of space per child for the group of 37, and $26\frac{1}{2}$ square feet of space for the group of 26. ACEI recommends 40 square feet per kindergarten child.¹

The room was equipped with piano,

two easels, one work bench, two large tables accommodating 12 children, and three small tables for 4 children. The playhouse area consisted of a table, two chairs, a cradle, and a cupboard. A set of floor blocks, a balance beam, wagon, record player, and rhythm band instruments completed the basic equipment of the room.

The lavatory facilities were down the hall around the corner approximately 210 feet away from the room. This necessitated a formal period. The playground use was on a school schedule which meant that the children were out earlier than really desirable. The playground was then used by other primary grades.

The age range for the large group was five years one month to six years five months. The median age for the large group was five years and ten months. There were 20 boys and 17 girls in the class. The small group had a range of five years and one month to seven years and six months (a retarded girl). The median age for this group was five years and eight months. There were 13 boys and 13 girls.

A Note on Data Gathering

It has been our belief that the time has come when teachers must gather the data that will help to answer some of the questions that plague the business of education. To do this, they must gather data systematically in the classroom setting. It is believed, also, that administrators will be much more cooperative in permitting control situa-

¹ Mamie W. Heinz, "What Are the Greatest Needs of Children," *Childhood Education*, April, 1954, p. 351.

tions, as they begin to get results from classroom research. With our present resources, it is necessary for a teacher to gather the data without it interfering with the basic job of teaching. We found that the need to gather data for the study every day became too taxing; moreover, a public school is not a controlled situation. There were days when workmen were in and out of the room, some days when so many children were absent that there was little or no difference in size between the two groups. Some days there were visitors, school movies; and so forth.

The teacher gathered data on one or two hypotheses two days a week from November to May. She found that a sturdy, hardcover, medium sized notebook in which the children's names were recorded down one side and the respective activities or characteristics along the top worked best. The teacher carried plain paper clipped on a note board to record anecdotal material. The numerical records were graphed on quarter inch graph paper. This gave a profile for each child and group; moreover, it served as a convenient way to check the basic computations.

The teacher kept a personal diary in which she recorded her observations, feelings, and comments on the day's activity. This diary proved to be a rich source of anecdotal material and a check on the formal records.

Did the children in the larger group show more aggression than the children in the smaller group?

Aggression was defined as physical conflict between children. The incidents were recorded for the entire kindergarten day (2½ hours) every other week between November and May. The data constituted 12 week records. The data disclosed that one-third of the large group had no recorded acts of aggression while one-half of the small group had no re-

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corded acts of aggression. More striking was the fact that 35 percent of the large group had four or more acts of aggression recorded while only 15 percent of the small group had the same number.

The aggressive acts ranged from pinching, pushing, a moderate slap to twisting of arms, or hitting with a hammer. Periods of waiting, particularly waiting in line, were frustrating. Aggressive acts cannot be entirely separated from the personalities and social experiences of children.

It may be that the personality of a child rather than the situation calls forth some acts of aggression. Ricky, a boy in the large group, organized a gang that "beat up" children going home and on the playground. It was serious enough that parents complained. Was this an expression of general frustration? Since the large group had much less creative activity in dramatic play, is it possible that Ricky's organizing ability could not be used constructively?

Conversation period was difficult in the large group. There were too many to listen to and those who wished to speak had to wait too long. The classes were divided into small groups of six for show and tell. This worked fine in the small group but the sub-groups in the large group often came in conflict with one another since space was so limited.

Any change in routine and program proved more stimulating to the large group, whether it was a trip to the auditorium or a birthday party. It did not take much for the group to disintegrate.

At this point we should note that the records showed the teacher had more discipline (direction, admonishment, stopping of activity) contacts with individual

children in the small group than in the large group. However, the diary showed frequent entries, "I had to stop the large group during their work period. They seemed to be getting out of hand." "Today I played the 'come to the rug' chord early. The group was disintegrating."

It was quite evident that the teacher gave the large group less opportunity to work at its problems and gave less individual guidance than in the small group. It is equally clear that more aggression took place in the large group.

What differences in relationships were established among the children in the large and small groups?

Sociometric tests were given in November and May. The question asked was, "With whom would you rather play than anyone else in the kindergarten?" Some children made four or five choices and others made only one choice. These data were supplemented by anecdotal records of group play. These records were taken throughout the period of the study.

The November sociometric test showed no statistical difference between the two groups, although the small group had fewer children not chosen at all and more children with reciprocal choices. By May the small group had approximately one-fifth more children chosen two or more times. About the same number of children in both groups were not chosen at all.

The anecdotal records are more revealing in regard to the quality of relationships established in the two groups. The children in the small group helped one another with their leggings and boots. They were kind to a child with cerebral palsy. When she fell or tripped over the wagon, there were no shouts or screams. Such incidents in the large group were always a signal for release of tension in shouts, clapping, and sometimes screaming.

The large group had a very immature child as a member. This child needed much help with dressing, and other activities. Never once did the teacher note another child assisting her. Several times the members of the large group refused to go with the little Chinese girl when chosen.

It was noted that the children in the large group appeared to attach themselves to one person; thus they were completely lost and bewildered if this playmate was absent.

The higher quality of cooperative play in the smaller group may be a result of the higher quality of interpersonal relationship in the small group. Or, could it be that the satisfying group activity promoted happier sentiments toward one another?

*What were the differences between the large and the small groups in the activities carried out during the workplay period?*¹

These data were gathered one day a week from November to March. Data from 14 days were used as a basis for this section of the study. Elaborate anecdotal records were also available.

The two groups, according to number of times used and children using them, made approximately the same use of easels, crayons, cutting and pasting, wagon, balls, and jump rope. Children in the large group used clay more, about three times as many children choosing to work with it. Some of the work was creative and accompanied by quite elaborate stories. We have no explanation for the more extensive use of clay in the large group. It was an individual activity. A child could pursue it and thus keep out of the way of the larger group. Again, it might be the individual personality of children.

¹ Editor's note: Unfortunately we cannot carry a full account on the activities. We would be glad to hear from readers as to interest on follow-up articles.

Condensed Report on Other Activities

	Percent of Large Group	Percent of Small Group	Responded by— (did not play in playhouse)
Playhouse	62	38	

(More creative and elaborate play was evident in small group)

Store Play (Initiated by large group taken over by small group. Several times small group had as many as 15 children actively buying, selling, or delivering merchandise. Large group never involved such percentage of the group although store was their most constructive activity.)

Block Play	25	33	(3 or more block experiences)
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Workbench (A small number of boys in both groups)

Creative Writing (The effort and interest in dictating their own stories appeared equal in both groups. More waiting in large group. Their general lack of constructive work gave the teacher less time to dictate. Many times children in large class were asked to wait until recess. By then they had forgotten what they wished to dictate. Group stories were more difficult and less satisfactory in the large group.)

It is believed that the tempo of the large group—greater excitement; more noise; a less permissive atmosphere suggested a psychological climate less conducive to productive, creative play.

What differences in child-teacher contact existed between the large and the small groups?

These data were gathered in two different periods. Every contact was recorded one day a week from November to March.

The teacher is a significant person to children. It is desirable that children want her as a friend as well as accepting her as a guide or counselor. The average child-teacher contact per child per day in the large group was one, and in the small group two. Two girls were changed in March to the large group. Their contacts with the teacher remained above the median for the large group.

Contacts of a personal nature. One index deemed important in assessment of the teacher-child relationship is the degree to which the children share with the teacher the things that concern them personally. The recorded contacts of this nature were initiated by the children.

The percentage of children who had no such contact with the teacher is about the same for each group. However, over twice as many children in the small group than in the large group experienced four or more personal contacts of this sharing nature with the teacher. A check on these data was run in April, when for 12 consecutive days the child-initiated sharing of personal data with the teacher was kept during the work-play period. It was at this time that the large group had increased to 40 and the small group dropped to 23.

The record showed that 20 percent of the children in the large group had no personal contact with the teacher while only 4 percent of the small group had no such contact.

In the large group 23 percent of the children had four or more personal contacts while in the small group 65 percent of the children had four or more such contacts. This is a dramatic difference. What does it mean? It seems to say that a teacher can listen and talk with children in a smaller group. Not only can she do it but she does it. It means that in a small group a teacher can give guidance and come to understand a child in situations that would be impossible if the child did not initiate the contact. It means that more children can have the satisfying experience of sharing something they value with the teacher.

Greeting. The teacher felt it important to greet each child as he came into the room. The records, however, showed that the ideal was far from achieved.

In the large group one-fourth of the children were not greeted by the teacher during the recording period. In the small group no child was left ungreeted sometime during the recording period.

In the small group 65 percent of the children were greeted four or more times while only 23 percent of the children in

the large group were so greeted. It appears reasonable to assume that the children of the small group would view the teacher as friendlier than would the children of the large group.

Inquiry. This contact was defined as one in which the teacher asked the child a question or inquired about his activities. It was used to show interest in well-being of the child and his family or interest in his play or creative efforts. In the large group 70 percent of the children had no such contact with the teacher while in the small group 26 percent had no such contact.

Questions answered. These were questions initiated by the child. In the large group 43 percent of the children had no questions answered while in the small group only 13 percent had no questions answered. In the large group only 10 percent of the children had three or more questions answered while in the small group 65 percent of the children had three or more questions answered.

In the foregoing child-teacher relationships as demonstrated by contacts of a nature that assumes friendliness toward the child and interest in his activities, the contacts dramatically favor the smaller group.

Discipline. These contacts were teacher initiated. They consisted of direct statement of "No," removal of child from the group, or shift in his activity or place in the group. In the large group 88 percent of the children had no disciplinary teacher contact, while in the small group 65 percent had no such contact. As was pointed out earlier, the teacher tended to stop the work-play activity in the large group.

Complaints and reporting. Complaining about and reporting on the behavior of other children were classified in one group. It was of interest to note that

the small group exceeded the large group in teacher contacts of this type. In the large group, 78 percent of the children had no such contact, while 43 percent of the small group had no such contact. In the large group only 10 percent of the children were credited with two or more contacts of this type, while 22 percent of the small group made such contacts. What is the meaning of these differences? Did the children complain about others because they dared to seek help from the teacher or because the teacher was available? Were they actually more dependent upon the teacher? Is it possible that the children in the large group were growing more in independence? These are questions that the present data do not answer.

The differences in quality of classroom living between large and small groups of kindergarten children.

Although the precise meaning of the data of our study cannot always be known, it is entirely clear and irrefutable that, for the members of the two groups of varied size, the school experience was different in quality of living. This difference was seen more clearly in interpersonal relations with the teacher and other children. The friendlier social relationships within the smaller group were expressed in complex, cooperative, creative play. Such play was conspicuously absent in the larger group.

It is possible to explain these findings in another way. Namely, the smaller group of children could utilize the space and materials better; therefore, they played more cooperatively. The cooperative play itself permitted more complex and creative endeavors. Out of such satisfying experiences, there developed the sentiments of helpfulness and friendliness toward one another.

By ALICE LEWIS

Children's First Books in Reading



Courtesy, Beulah Beal School, Jacksonville, Fla.

MANY QUESTIONS ARE BEING ASKED BY teachers whose interest has been stimulated by recent reports of children's progress in reading when they participate in self-selection programs: What books other than texts shall we use in first and second grade? What sources of supply are available? Although teachers are aware that many attractive picture-story books are published which relate to children's interests, these books often prove disappointing. The text may offer unexpected difficulties to beginners in reading and thus appear more suitable for reading aloud to children than for the youngsters' own perusal.

While there is a small but growing amount of information available concerning the progress in reading which is being made by children who are participating in self-selection programs, there appears to be little published data concerning the books which children choose when they are free to make their own selections for classroom reading. Many helpful lists of books have been published; articles about books and their authors, and how the interests of children are being met in books currently available, appear with gratifying frequency in widely read periodicals. Suggestions of titles recommended for "remedial" reading by those children who somehow have missed the satisfactions which others experience through reading are not difficult to find. But a rather careful search for published data concerning the actual books which children in primary grades have read when they have been free to choose has so far revealed very little information. (4)

Conversations with teachers who carried on programs in self-selection and with consultants and principals who worked with them during the time the

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programs were in progress, as well as with the librarian of their school district, revealed pertinent facts concerning methods of individual work with the children, physical arrangement of the rooms, and ways in which a varied and changing collection of books was made available to each group. Also revealed were interesting side lights about the enthusiastic acceptance on the part of parents as well as of school personnel of this highly individualized method of helping children to develop reading skills without lessening their natural enjoyment of reading.

To ascertain what books teachers in first and second grades have used with their pupils in self-selection programs, and the relative popularity of the various reading textbooks and other books for young children to which these pupils had access, the author sought information from teachers who had been experimenting with such a program. Through their cooperation, access was obtained to reading records of the individual children in one first-grade class and four second-grade classes. These records contained the names of books read and the day-by-day comment which the teacher jotted down as she worked with the children individually and noted how each was progressing in acquiring skills as well as in what ways a child needed help or encouragement.

In addition to these day-by-day records of the children in the classes mentioned, interesting facts were reported concerning books especially enjoyed and reading done by other children in second

Appreciation is expressed to the following people (from California schools) for their generous cooperation in making available the information on which this report is based.

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grade in similar situations, but where comparable statistical details were not readily accessible.

Chart I Books Read in First Grade* 1954-55

(No. of pupils in class: 26)

Title	No. Children Reading
Don and Peggy (PP.-d).....	20
We Look and See (PP.-p).....	19
Three of Us (PP.-j).....	18
We Work and Play (PP.-p).....	16
Bill and Susan (PP.-q).....	15
My Little Green Story Book (PP.-ff).....	15
Come and See (q).....	10
Skip Along (PP.-m).....	10
Splash! (PP.-l).....	10
Guess Who (JrP.-p).....	9
Jerry (Trade Book).....	9
Before Winky (PP.-a).....	8
Happy Days (P.-a).....	8
My Little Red Story Book (PP.-ff).....	8
Play With Us (PP.-j).....	8
Here We Play (PP.-d).....	7
Under the Sky (PP.-m).....	7
Busy Days (PP.-b).....	6
Fun With Dick and Jane (P.-p).....	6
Going to School (PP.-w).....	6
Mac and Muff (PP.-w).....	6
Ted and Sally (P.-l).....	6
Tom and Susan (P.-pp).....	5
Tuffy and Boots (PP.-l).....	5
Winky (PP.-a).....	5
Come With Us (f).....	4
My Little Blue Story Book (PP.-ff).....	4
Open the Door (PP.-m).....	4
We Come and Go (PP.-p).....	4
Where Is Cubby Bear? (PP.-t).....	4
Science for Work and Play (h).....	3
Through the Gate (P.-q).....	3
To School and Home Again (P.-u).....	3
Under the Tree (PP.-q).....	3
+ 18 additional titles read by 1 - 2 children	

* To read the coding after the name of the books: "Don and Peggy (PP.-d)"—"d" stands for the listing in Children's Textbooks in the bibliography. In other words, this is a primer in the Bobbs-Merrill Reading for Living Series, by W. H. Burton and Others.

A First Grade Experimented

The teacher of the first-grade group represented had been experimenting with self-selection in teaching reading with her better readers before she decided to use this technique exclusively.

She indicated in her comments that she felt the success of this program in first grade was due to adequate preparation having been given before the introduction of books. Such preparation included the use of experience charts and various other teacher-prepared reading materials such as directories, labels, a morning "newspaper," daily group plans, et cetera, to promote vocabulary development.

After Christmas the children actually began to choose preprimers they wished to read, and grouping on a sociometric basis provided a means by which slow, average, and fast-moving children were included in the same group. No emphasis was placed on the number of books a child read, inasmuch as one child might read several of the small preprimers while another was reading one longer book, such as a primer or a first reader.

Other comments by the teacher shed additional light on actual accomplishments of these children which the statistics do not show. Each of the two children who read the greatest number of books in the classroom was estimated to have read at least 30 books outside school time. One of them was a weekly borrower of books from the public library. A child whose total number of books read at school was somewhat lower was reported to be a methodical reader whose outside reading was estimated at approximately 25 books during the year. Two Spanish-speaking children, one of whom had spoken no English until entering school, were eager to learn to read and made progress in spite of the language handicap. Others of the children whose irregular school attendance because of illness, or whose emotional or physical problems tended to interfere with high reading accomplishment, made noteworthy progress in spite of these handicaps, so that the teacher felt the program had gratifying

results which were not measurable in statistical terms. Her satisfaction was further intensified by the comments of the teacher who had the group the following year, and who found that the children's reading experiences in first grade had adequately prepared them for their work in second grade.

The books in Chart II represent those which were most frequently selected by pupils in four second-grade classrooms. The starred (*) titles indicate textbooks which were reported by three additional teachers as those most popular with their second graders since the beginning of

self-selection programs in November 1955. These teachers are enthusiastic about the children's response and the progress they are making, but individual reading records were not available for this report, although the children are reading a good many other books beside the textbooks. The classes average about 35 pupils, approximately 30 percent of whom have dual language.

Book collections in the four classrooms for which detailed reports were available were not limited to the titles which appear in Charts II and III. The books were supplemented by weekly

Chart II Textbooks Read in Second Grade

1st half					1st half				
School Year:	1954-5	1955-6			School Year:	1954-5	1955-6		
Group:	A	B	C	D	Group:	A	B	C	D
No. of Children in Group:	26	21	24	28	No. of Children in Group:	26	21	24	28
Title	No. Children Reading				Title	No. Children Reading			
Along the Way (2nd R.-w).....	14		4		*Many Surprises (P.-j).....	10	16	3	3
*At Play (P.-w).....	7	10	7	13	Meet Our Friends (2nd R.-d)...				5
At the Lake (PP.-l).....	9	6			New Fun With Dick and Jane				
Bill and Susan (PP.-q).....	8	8	5		(P.-p).....		13		4
Bunny and the Garden (PP.-c)...				8	New Wishing Well (P.-m).....		13		
Busy Days (PP.-b).....	5		4		*On Four Feet (1st R.-l).....	6	5		13
Come With Us (f).....	9				Our Good Health I (1st R.-e)...				4
*Days of Fun (P.-d).....				20	*Our Happy Ways (1st R.-d)....				15
Dick and Jane (PP.-oo).....		5			Our Store Book (v).....				3
Don and Peggy (PP.-d).....	7	6			Painted Calf (P.-ll).....				3
Down Our Way (2nd R.-j).....		13		4	*Play With Us (PP.-j).....	7		3	
Down the Road (1st R.-q).....		17		9	Round About You (2nd R.-r)....				3
Downy Duck Grows Up (1st R.-t)	6				*Snow (P.-l).....			5	
Easter Time (k).....			7		Splash! (PP.-l).....			4	
*Fun in Story (P.-w).....	8	10	6	4	Story Road (2nd R.-w).....				7
*Fun With Dick and Jane (P.-p)				4	*Ted and Sally (P.-l).....	5		3	17
*Fun With Us (PP.-j).....			6		Three of Us (PP.-j).....			6	
*Good Stories (Pre 2nd R.-w)...		9		12	Through the Gate (P.-q).....	5	10		6
*Good Times With Our Friends (o)			5		*Through the Year (1st R.-s)....				5
*Guess Who (Jr. P.-p).....	9				*To School and Home Again (P.-u)			4	5
Happy Days (P.-a).....	5		4		*Tuffy and Boots (PP.-l).....			3	
*Happy Times (1st R.-j).....	6	8	3		Under the Roof (2nd R.-u).....		8		6
Home for Sandy (P.-g).....			4		Under the Tree (PP.-q).....		6	5	4
I Know a Secret (1st R.-w).....	5	10		3	Wag, a Friendly Dog (PP.-x)...		7		
*I Know a Story (1st R.-n).....	19		8	18	Winky (PP.-a).....	8		5	
In New Places (2nd R.-q).....				4	Winter Comes and Goes (2nd R.-s)				5
In the City and on the Farm					Additional titles read by 1 - 4				
(1st R.-u).....		5	4	9	children.....	46	36		
*It Happened One Day (2nd R.-n)	9			15	Additional titles read by 1-2 chil-				
Jo Boy (P.-i).....				6	dren.....			17	19
Just for Fun (2nd R.-j).....	7	9		8					

**Chart III* Trade Books Read in Second Grade
First Half of 1955-56 School Year, Group D**

Title	No. Children Reading	Title	No. Children Reading
Pat-a-Cake	11	Cow Voyage	2
At the Zoo	10	Hank and the Kitten	2
Little Farm	10	Let's Go Shopping	2
Tiny Toosey's Birthday	10	Little Boy With a Big Horn	2
Busy Timmy	9	Little Eskimo	2
Stick-in-the-Mud	9	Little House of Your Own	2
Very Little Girl	9	Mike Mulligan and His Steam Shovel	2
Christmas in the Country	8	Noisy Clock Shop	2
Tommy and the Telephone	8	Our Friendly Helpers	2
Dickie Boy and the Three Little Steps	7	Scat, Scat	2
Donald Duck and Santa Claus	7	Susan's Special Summer	2
Letter for Cathy	7	Tiger Tizzy	2
Seven Diving Ducks	7	True Book of Moon, Sun and Stars	2
Christmas Puppy	6	Who Lives on the Farm?	2
Madeline's Rescue	6	At the Seashore	1
Mister Dog	6	Bears on Hemlock Mountain	1
Night Before Christmas	6	Big Coal Truck	1
Timothy Turtle	6	Billy and Blaze	1
What Am I?	6	Blaze Finds the Trail	1
Choo Choo	5	Child's Garden of Verses	1
Cinder the Cat	5	Chips and Little Chips	1
Here Comes the Parade	5	Country Train	1
Little Fat Policeman	5	Cow in the Silo	1
Little Sea Legs	5	Cowboy Sam and the Rodeo	1
Peevish Penguin	5	Cowboy Sam at the Fair	1
Wonder Book of Trains	5	Don't Run, Apple!	1
Cowboy Sam and Porky	4	Dutch Twins	1
Little Bruin	4	Ferdinand	1
Lucky Mrs. Ticklefeather	4	Fireman Fred	1
My Bible Book	4	In the Forest	1
Safety Can Be Fun	4	Jerry Goes Riding	1
Snipp, Snapp, Snurr and the Big Surprise	4	Little Fisherman	1
Surprise on Wheels	4	Little Prairie Dog	1
Two Little Gardeners	4	Little Sail Boat	1
Uncle Mistletoe	4	Michael McGillicuddy	1
Wings Over the Woodshed	4	Michael the Colt	1
Year on the Farm	4	Pelle's New Suit	1
Andy and the School Bus	3	Plump Pig	1
Box With Red Wheels	3	Runaway Bunny	1
Chip, Chip	3	Scatter, the Chipmunk	1
Cowboy Sam and Freddy	3	Slappy Hooper, the Wonderful Sign Painter	1
Cowboy Sam and Shorty	3	Smallest Boy in the Class	1
Cozy Little Farm	3	Susie	1
Fix It, Please	3	Taxi That Hurried	1
Kitten's Surprise	3	Three Little Steps and the Snow Dog	1
Little Engine That Could	3	Train to Timbuctoo	1
Little Red Hen	3	Twin Kids	1
Stone Soup	3	Twin Seals	1
Swimming Hole	3	What's in a Line?	1
Tale of the Wee Little Old Woman	3	Zippy, the Chimp	1
Three Mice and a Cat	3		
Two Is a Team	3		
Under the Story Tree	3		
Cecily G. and the Nine Monkeys	2		
Cinderella	2		

* Books commonly found in school and public library collections. (Approximately 75 additional books seldom included in library collections also were reported, each read by 1 or 2 children.)

loans from the public library and by frequent deliveries of additional books from the central school collection. Also, the children were encouraged to bring to school books from their home libraries. The number of children who found opportunity to read trade books which were favorites undoubtedly was limited by the number of copies which were available in the classroom. Textbooks tend to be supplied in larger quantities than other types of material.

The report of books read by children in Group D stands out because of the number of books other than textbooks which were read during the first half of the school year. (See Chart III.) The 26 children in Group A read 21 different trade books. In Group B the 21 children read 77 different trade books. The 24 children of Group C read 5 different trade books in the first half of the 1955-56 school year. Of a hundred different titles read by Group D, one half of the number were each read by three or more children. This group is the only one of the four in which the children had had the experience of choosing which books they would read during the preceding year. The large number of different titles reported here would seem to indicate that freedom of choice in first grade tended to give these children confidence in selecting less familiar books.

The many books other than textbooks which were read by children in the various groups show a wide range of interests. The bibliography at the end includes those trade books read by Groups A, B, C, and not listed in Group D.

Need for Adequate Libraries

Teachers in primary grades are familiar with the content of reading textbooks most frequently available in today's schools. Many of them are acquainted with a large number of trade books for

the youngest readers. However, it becomes increasingly difficult for busy adults to know individually the quantities of such books which are being published, and selection of the best books for a classroom library poses a real problem. In schools which make provision for adequate libraries staffed by professionally trained librarians, children have access to the finest and most suitable books, and selection by the child is not the hit-or-miss matter that it may become under other conditions. Reading matter designed for youngsters is sold in markets and on newsstands as well as in book stores, and it may be assumed that many of the books which children bring to school have been purchased in a haphazard manner by well-meaning but uninformed adults and by the children themselves.

Leland Jacobs, in a recent article, has made a valuable contribution to the whole subject of children's reading through his identification of the varieties of children's developmental needs which their experiences with literature help to satisfy. (2) May Hill Arbuthnot, in the introduction to her excellent guide to children's books, has developed a similar theme. (1) Children to whom reading is a source of enjoyment will be attracted to many books which may not be as rewarding as they or the adults who are concerned about them might wish. But, if along with the trivial they are selecting and reading from a plentiful supply of worth-while books, they will develop taste and discrimination which will guide them to books which meet their needs.

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- e. Bobbs-Merrill. American Health Series. By C. C. Wilson and Others.
- f. Ginn and Company. Ginn Enrichment Series. By Odille Ousley.
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Rainbow Over the Brink

Winifred E. Bain retired from the position of President of Wheelock College, Boston, Mass., on July 1, 1955. She wrote this article in snatches during the busy months preceding this date so as to record, while they were fresh and vivid, her personal reactions to this dramatic experience and also the attitudes of people toward retirement which she thinks should be less doleful.

I AM ON THE BRINK OF RETIREMENT from the position of president of an important college. Mine is the kind of employment that rushes madly along meeting human crises, making decisions, planning new developments, calming perturbed spirits, balancing the budget, keeping up with trends in the academic world, and trying to hold the standing of the institution to a top notch. So you can practically hear the roar of the stream as I approach the drop off. I must say that I anticipate the leap with utmost pleasure. From my point of view there is a clear, strong rainbow over the brink. But, to my surprise, I find most people see only the whirlpool rapids that promise disaster below.

Popular Lugubrious Attitude

My greatest difficulty as I speed toward the end of my employment lies in meeting the shocked surprise of people at the announcement that I am about to retire. I think I am supposed to be flattered when they draw long faces and declare they never suspected I was or ever would be old enough to do so. I do appreciate the kindly expressions of regret that I am leaving important responsibilities and yet I find them more difficult to cope with than I had ever imagined. Correlative with this expression of general gloom

at the prospect are certain inevitable questions, "Did you have to leave by college regulations? Aren't fixed retirement ages an abomination? What are you going to do?" Then the questioners try to encourage me by telling of their retired friends who are busier than they ever were before in their lives. The implication seems to be that something will surely turn up for me, too, as it has for others. It has gotten to the point where I agree with the implied intent of every questioner. One says, "Are you doing anything about getting yourself a job? Why don't you try the University of Blank, they do take people like you." Another person, or perhaps the same one, later asks, "Have you decided on anything yet? Are you going to write, everybody says you are? Wouldn't you like to get on a lecture circuit? You should have a hobby, don't you think?" To every question I have an amiable "Yes" and I say it brightly and enthusiastically so as to give convincing assurance to the questioner. It is making a cheerful liar of me for I hate to let people down. I do want to come up to the expectation of my friends that I'm going to start a brand new career from scratch or I'm mysteriously going to be busier than ever with a lot of things I've never had time to do before while I don't want a new career

and I've always had time to do what I wanted to do.

Advantages of Advancing Years

It had never occurred to me that I should need to brace myself for this lugubrious attitude toward retirement. I do not think I had ever been foolish enough to think that a life of ease would be a bed of roses but on the other hand, I have welcomed advancing years. From early childhood I observed that privilege goes with age—the older you grow the more things you can do and get away with. As a young person I tried very hard to build a solid foundation of worthy regard with the same childish thought lurking in the back of my head that come maturity I would cash in on my good reputation. Of course I like working, I like people, and I like doing for people, but quite honestly I think it's going to be fine to have people doing a little more for me—like for instance having the stewardess run here and there in the airport to find out what I should do next when the plane is grounded. They only do that sort of thing for infants and old folks.

Quite early in the retirement preliminaries I discovered that it would take a little doing to establish this role for myself. Quite obviously, unless I had some spectacular plan to announce to divert people's attention from the abyss supposedly yawning ready to engulf me, I would be abandoned in hopelessness or regarded in pity. Unable as I was to produce an unfulfilled lifetime ambition that was to open new avenues of glorious pursuit, I decided that a pleasant experience like travel might serve the purpose. With so many people sailing these days it was apparent I would need to go to an unusual place if I was to get any kind of hand. It had been a long time since I'd heard of anyone in my partic-

ular circle going to the land of the midnight sun. That seemed quite picturesque, too, and without a second thought I started a plan for a trip there simply as a conversation piece. By paying \$200 down for reservations on two ships, an ocean liner and a cruise ship, I've had something bright and diverting to say to people about my future prospects. The money will be refunded if I find I don't really need to go.

Twinges at Leaving Work Undone

I've had a twinge of conscience at leaving college work just when the number of youth of college age is on the increase and there is a marked shortage of teachers and administrators but I began to feel better about even that when an excellent, capable person was found who is delighted to have my job. I think that almost always people can be found who are glad to fill one's place so that one needn't really worry about that. I have tried, and all my colleagues seemingly in the same spirit have endeavored, to perpetuate the institution—not the retiring president. I can honestly say that my only concern about my successor, in the months of uncertainty while the choice was being made, was for the perpetuation of good working conditions for students and faculty. Now that we are secure on that point there are only a few practical details between me and rainbow chasing.

Details Obscure the Rainbow

One important detail of course is related to money. Here you have to brace yourself against more public misconceptions, the first of which is that the retiring person now has to pinch and save when actually I've been pinching all my life so as to have enough for old age. I shall be systematic, of course, and having been an administrator I know how to budget

and I'll just hope for the day that I can balance the budget by spending the surplus, instead of saving it as I've done in the past. I dread a little the problem of not earning—I've always enjoyed that—but now I shall need to be careful to hold ambition in check until I'm 70 so as not to forfeit my social security.

I've been least successful thus far in getting other people to shoulder my problems and do for me as befits my advanced years, or as I have thought was befitting, deceived perhaps by the illumination of the rainbow. Everybody has put out to do for me with parties, presents, and even donations to my favorite college in "grateful appreciation," but as for meeting the practical needs of life it seems I've got a little more on my hands than usual. Yesterday I bought a typewriter in happy anticipation of doing my own secretarial work. Today, and in fact every day for the past four months, I've been tramping the streets, ringing janitors' doorbells trying vainly to find a suitable place to move to from the college owned apartment where I now reside. Tomorrow I'll be sorting, discarding, and getting ready to move out of office and home and nobody lets up on last minute demands at the college. I sometimes wonder if I am rushing at top speed so as to get ready to do nothing.

Just now I filled in forms giving vital statistics for the steamship lines and for the first time in my adult life wrote in the blank asking Occupation: *None*. It gave me a great thrill to anticipate entering the new status of the leisure class. I've known any number of women of leisure who have done well at it and I, too, expect to make good. I don't have an occupation, I don't have a hobby—actually I could name off more things

that I don't have than any list I might make of things of which I am possessed, but at last I've come to the place where I don't need what I don't have.

Strong Inner Self Essential

But I do have something inside me that I scarcely knew was there, something that has been growing through all these years of my busy, scheduled, exacting life that makes the Northern lights shoot up into the arc of the rainbow as I near the brink of retirement. It's that strong inner self that loves and hopes and laughs; a self that expects to meet difficulties and deal with them without despair. I'm sure I'm not whistling in the dark about the problem of retirement that I'm meeting now. I'm chasing the rainbow!

(Editor's note: When this article was finished Winifred Bain took a cruise on the *Stella Polaris* up the coast of Norway into the Arctic Circle. About this experience she wrote us: "At midnight the sun had a glitter like flame along the horizon as if an immense prairie fire had gotten out of control and had spread for miles and miles. In the center of this was a concentrated flame that sent up an aura of rays that reflected on the clouds in colors—mauve, lavender, rose, and gold. It was a vision in keeping with my mood." At the end of the cruise she went overland across Norway, Sweden, and Denmark and visited many centers for child care. About this urge to see the Scandinavian children she said: "I think my love of children will always be in my pot of gold wherever my rainbow leads." Miss Bain is now enjoying active leisure in her new home in Cambridge, Mass.)



Report of ACEI Study Conference

WASHINGTON, D. C., WAS A LABORATORY FOR 2192 people interested in "Exploring Resources for Work with Children" at the Study Conference of the Association for Childhood Education International, April 1-6. General sessions were for business and addresses. Exploration sections with background lectures and smaller groups discovered resource centers in government, child development, family relations, TV, radio, publications, music, dramatics, science, research, recreation, art galleries, libraries and schools. ACE forums, interest groups, open ACEI Committee meetings, Functional Display, a morning on Capitol Hill, a tour of the White House, national organizations, and ACEI Headquarters' visits were other features.

General Sessions

In the opening session Bonara Overstreet described "Creative Experiences, A Resource for Richer Living" as mediums "to capture experience, assimilate it, and make it unforgettable" and gave examples in her poetry.

Alice Miel gave ways of knowing "When Resources Are For Children" . . . *to help children to feel good about themselves and others, to extend life space through knowing more about people from neighboring nations, to set up situations that call for many kinds of daily problem solving, and to help children develop meanings.* These kinds of resources are for children and not against children.

One program included folk music from Turkey, dances from Indonesia, Denmark, and Thailand. Platform guests included registrants from 18 countries. On the second International Night platform guests included attachés from embassies and representatives from the World Organization for Early Childhood Education: Harald Flensmark, Denmark, Director; Mme. Herbinere-Lebert, Chairman, France; Phyllis Pickard, Chairman, England; Bess Goodykoontz, Chairman, US National Committee. Dr. Flensmark discussed "Moral and Ethical Values in Education." . . . He reminded us that "the child needs to breathe in the attitude of security, confidence, and love" and that the same attitudes are needed among adults.

ACEI's interest in legislation was highlighted in a symposium, "All the Children

of All the People—Our Concern" with representatives from the American Library Association, American Federation of Labor-Congress of Industrial Organizations, Social Legislation Information Service, and ACEI. Thomas G. Pullen, Maryland's State Superintendent of Schools, served as moderator.

The last session speaker, Howard Wilson, outlined "Education for Today's World" as having roots in the manpower situation, the development of communication, and in leisure. Each aspect has implications for the present and future in education.

Exploration Groups

Exploration groups were a new way of discovering sources of help in teaching children.

Each of the 11 large sections heard a background lecture which served as an orientation of what was to be searched for in the 192 places of visitation. The second day the visits were made and on the third day follow-up discussions were held as to the discovery of teaching helps and the possibility of adapting or changing these in every community.

ACE Branch Work Was Strengthened

Through 24 Branch forums ideas were exchanged on such topics as student, state associations, prospective groups, organizations working together, financing, publications sales, planning workshops, publicity, program planning, using the Plan of Action.

Greeting old and new friends was made possible through Regional Breakfasts and State-Get-Togethers. Reports on last year's work, plans for the future, and increased understanding of ACEI developed.

Other Features

Embassy Exhibits and Visits. Exhibits of children's work, materials for children, or cultural objects were prepared by 20 embassies. Embassies of 26 countries opened their doors to registrants and presented a picture of what is happening for children in their countries.

Functional Display. An exhibit of approved educational materials was furnished by 67 publishers and 39 manufacturers. Registrants and children had a good time experimenting and studying the materials.

Help Wanted!

MANY of you have used our *Equipment and Supplies* bulletin. As you may know, this publication contains criteria for testing materials and equipment for elementary-age groups and suggests lists of supplies for groups of children at different age levels. In addition, there is listed in it sources of approved equipment along with a directory of manufacturers and distributors.

The Equipment and Supplies Committee of ACEI is in the process of revising this bulletin as part of its policy of a continuous and up-to-date evaluation of supplies and equipment suitable for use in schools and at home.

It will be most helpful if you will complete the questionnaire below and return it to ACEI Headquarters, 1200 15th St., N.W., Washington 5, D. C., attention—Mrs. Alida Hisle.

1. Have you ever used the Equipment and Supplies bulletin? Yes No
If so, what part (parts) have been most helpful to you?

2. Under what conditions did you use it?

As a guide for initiating routine orders

Furnishing a new room or school

Other (Specify)

3. Is the information contained in this bulletin available from other sources?

Yes No

If yes, please indicate sources.

4. Are there other items of equipment or supplies which you feel should be listed in this catalog? You might give types of materials or specific items by manufacturers.

5. In what way(s) should this bulletin be revised to be more helpful to you in regard to:

Format

Content

Arrangement

Other

Name of person

Position

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branch

Kern County Intermediate Association for Childhood Education, Calif.

Reinstated

Second Charlotte Association for Childhood Education, N. C.

Edna Dean Baker

On March 20, 1956, in Riverside, California, Edna Dean Baker passed away. She was respected and loved by many both near and far. Miss Baker devoted her life to children and was never far away from them. She could often be found in the children's school of her college.

Miss Baker began as a teacher in the institution that later became the National College of Education, Evanston, Illinois. She became the President and for many years was its capable and loved leader.

To the ACEI she belonged in a very special way. Her membership began during her student teaching days, when ACEI was known as the International Kindergarten Union, and continued throughout her life. She served the organization in many capacities. She was chairman of the committee which planned for the formation of ACE, combining IKU and the National Council on Primary Education.

In 1933-35, Miss Baker served ACE as President. During her presidency, the Association made notable progress. Cooperation with other national and international groups was extended; finances strengthened; and features important to the development of the Association initiated. It was in this period that

discussion groups now known as study groups were introduced into the program of the annual Conference.

Miss Baker's wisdom and integrity, her zest for life, and her spiritual power leave a lasting memorial in the hearts of those who knew her.

Kathleen McCann

Kathleen McCann, associate professor of elementary education, University of New Mexico, Albuquerque, died January 19, 1956. One of her students writes:

Dr. McCann's death means a real loss to early childhood education. Many will remember her contributions to ACE meetings. She was associated with many teachers in Albuquerque and enjoyed every minute she spent with children. Many activities and programs in New Mexico will be based upon the principles which she demonstrated. Her professional help, friendliness, and interest in children will long be remembered.

New Life Member

Sadie Ginsberg, Baltimore, Md.

Unique Gifts to ACEI Building Fund

Sources of and reasons for gifts are important factors in the ever-growing ACEI Building Fund. Among the February gifts, two were unique as to reason and source. Some of them may be suggestive to prospective contributors.

An international member from Geneseo, N. Y., writes: "I am retiring this June after forty years in the teaching profession. During most of that time, I have taken your magazine and been a member of your Association and a faculty adviser for a college ACE. Enclosed is a check for \$40 for the Building Fund."

Officers of the D. C. ACE looked at the healthy balance in a savings account book. They talked with members. Agreement was reached to present \$600 from this savings account to the ACEI Building Fund in honor of Catharine Watkins, former director of kindergartens in Washington, D. C.

A Thanksgiving dollar for every one of forty years teaching; from a savings account \$600—these are unique and valuable ways to help the Building Fund grow.

Count up your years of teaching. Look at the savings account of your group.

Goal—\$225,000.

Received to date—\$30,949.35.



Edna Dean Baker

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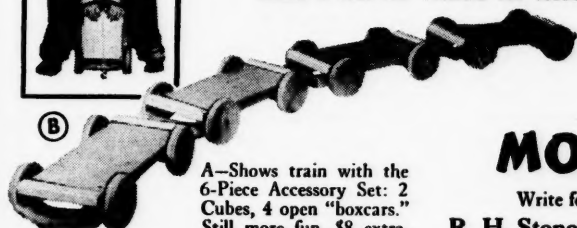


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Books for Children . . .

Editor, CHRISTINE B. GILBERT

SEE THROUGH THE SEA. By Millicent Selsam and Betty Morrow. Pictures by Winifred Lubell. New York: Harper, 49 E. 33rd St., 1955. Unp. \$2.50. By using "snorkles" many people have experienced the thrill and the beauty of undersea life. Others may have the same opportunity by reading this book, which takes the reader down through changing layers of water into the depths of the ocean, describing the amazing phenomena to be found in the sea. Beauty of style and illustration enhance the presentation of scientific facts, making this a book 6 to 9 year olds will enjoy.

CROW BOY. Written and illustrated by Taro Yashima. New York: Viking, 18 E. 48th St., 1955. Pp. 37. \$2.75. Those who remember Mr. Yashima's earlier books, *The Village Tree* and *Plenty to Watch*, will understand how beautifully and sensitively he recreates Japanese village life in terms of a child's understanding. His new picture book tells the story of Crow Boy, a shy, sensitive lad, small in stature, who was shunned by his classmates all through the first five years of his schooling. When a new teacher came to the village school, he helped the young students to understand "Chibi" and to recognize the contribution he could make to their class. This is a fine picture of good teaching and human relations. Ages: 5 to 9.

THE LITTLE COW AND THE TURTLE. By Meindert DeJong. Illustrated by Maurice Sendak. New York: Harper, 1955. Pp. 177. \$2.50. The author of the Newbery Medal winner of 1954, *The Wheel on the School*, has written a sensitive and imaginative story of a little cow. "In the first place, this is the story of the thirteenth cow, that stood exactly in the middle of the long row of big cows in the long stable." The little white-faced cow was not like other cows, who gave a lot of milk and who liked to stand and eat grass. This cow was an adventurer and an explorer, and above all she was very friendly. Children will readily identify themselves with the little cow who longed to discover the beauty of the world. She remained at home however "—

until the restlessness would come again. Until the longing came again, like the longing that you hear in the whistle of a train that is going far away. But the longing isn't really in the whistle, the longing is in you—for the wonder and the loveliness that is in the world, and everywhere." Maurice Sendak's illustrations are an integral part of the story. The few biographical pages at the end of the book are a welcome addition. Ages: 6 to 10.

WHEN YOU GO TO THE ZOO. By Glenn O. Blough and Marjorie H. Campbell. Illustrated with photographs from U. S. Zoos. New York: Whittlesey House, 330 W. 42nd St., 1955. Pp. 127. \$2.75. Zoos are always exciting to children, and their visits to see the animals can be enhanced if they are given some of the important facts in this book. The authors have described various animals and how they came to be in the zoo, how they are housed and fed, and something about the personnel needed to manage a good zoo. Photographs of animals, many from the Washington, D. C., zoo, are used as illustrations. Ages: 7 to 12.

A LION IN THE WOODS. By Maurice Dolbier. Illustrated by Robert G. Henneberger. Boston 6: Little, Brown & Co., 1955. Pp. 128. \$2.75. Ever since Maurice Dolbier wrote *The Magic Shop*, his books have been eagerly awaited by young people who love the combination of seeming reality and fantasy he achieves in his stories. When Timothy Hoppitt, a rabbit and a hopeful young reporter, left the beginning of a "just suppose" story in his typewriter one evening, it was found the next morning by Red Reynard, the editor of the *Daily Blade*, with rather surprising results. This is an excellent story to read aloud for its humor and its originality. Ages: 8 to 12.

THE FAMILY AT DOWBIGGINS. By Elfrida Vipont. Illustrated by Terry Freeman. New York: Bobbs-Merrill, 468 4th Ave., 1955. Pp. 253. \$2.75. In order to save the family farm, the Conyers had to take in boarders. The five children of the family, ranging from 14-year-old Harry to 8-year-old Deborah, learned to help and found out that the paying guests weren't as bad as had been expected. The family's joint efforts to work together, which in no way hurt their individuality, make a very satisfying story. Ages: 8 to 13.

PLAIN GIRL. By Virginia Sorensen. Illustrated by Charles Geer. New York: Harcourt, Brace, 383 Madison Ave., 1955. Pp. 151. \$2.50. Esther, a little Amish girl, had been taught her lessons at home, according to Pennsylvania Dutch tradition. She was 10 years old before she went to school with other children, and she found the bright clothes and gay ways very different from her upbringing. Esther's reconciliation of the old ways with the new makes a very vital story for girls who have similar problems of adjustment. Ages: 9 to 12.

THE RABBIT'S UMBRELLA. By George Plimpton. Illustrated by William Pene du Bois. New York: Viking Press, 1955. Pp. 158. \$2.75. You wouldn't think that there would be much room underneath a rabbit's umbrella, except for the rabbit himself, would you? Yet, underneath *this* rabbit's umbrella, in this very improbable and nonsensical story, you will find "a dog the size of a bear, a woman who couldn't get her Ford in reverse, a policeman incapable of untangling his traffic jams, three timid burglars who lived in a haunted house, a retired doctor who saw a panda at a tea party, a streetcar conductor

worried about losing his streetcar, a sly pet-shop owner who could sell a one-eyed bullfrog to a customer asking for a Siamese cat, a mother who thought a poodle was the most important thing in her life, a father who ran through a warm night with his bedroom slippers flapping about his feet, and a boy who finally got the pet he wanted." An excellent story to read aloud for pure enjoyment. William Pene du Bois' illustrations enhance the humor of the story. Ages: 8 to 12.

THE GOLDEN NAME DAY. By Jennie D. Lindquist. Illustrated by Garth Williams. New York: Harper, 1955. Pp. 247. \$2.75. The author has used her own childhood recollections as the basis for this story of a little girl who came to live with her grandparents for one year during her mother's illness. Nancy's grandparents had brought many of their Swedish customs with them when they came to this country, particularly the name day and celebrations of all kinds. Nancy's year was a happy one, especially when she received a name day all her own. A very warm and satisfying story of happy family life, which children today will treasure. Ages: 9 to 13.

P111 ladder house

Flexible as the imaginings of the children who play with it, this light weight and portable climber takes on different climbing possibilities and a changed appearance when it is stood on each of its sides. Floor becomes roof; wall becomes store counter; ladder becomes the rungs of a cage. Made with tubular steel and weatherproofed plywood to withstand outdoor use.

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Books for Adults . . .

By CHARLES DENT

EDUCATION—THE LOST DIMENSION. By W. R. Niblett. New York: William Sloane Assoc., 425 4th Ave. 1955. Pp. 150. \$2.50.

Responsible concern for developing the unique personality of each child is presented as a lost dimension in education. Many facets of both education and our culture are examined: group influences, the sociological approach, cultural traditions, the curriculum, discipline, and the personality and approach of the teacher.

Personality development and the acquisition of appropriate attitudes and values do not result from the teaching of facts. They result from experience, from living, from responses of students to teachers and peers. For this dimension of education, the content of the curriculum is important to define what has significance. How this content is taught, the stresses and emphases made by teachers, insistence on certain aspects as opposed to the exclusion of others are the dynamic influences which build character, shape attitudes, and nurture personality growth.

Written by a British educator with education in England and America in mind, his concern is with the difference between what a child learns and what he is taught.—Reviewed by GORDON V. ANDERSON, *Educ. Psy.*

SPECIAL EDUCATION FOR THE EXCEPTIONAL: VOL. I: INTRODUCTION AND PROBLEMS; VOL. II: THE PHYSICALLY HANDICAPPED AND SPECIAL HEALTH PROBLEMS; VOL. III: MENTAL AND EMOTIONAL DEVIATES AND SPECIAL PROBLEMS. Edited by Merle E. Frampton and Elena D. Gall. Boston: Porter Sargent, 11 Beacon St. 1955 (V. I & II), 1956 (V. III). Vol. I: 453 pp.; Vol. II: 677 pp.; Vol. III: 699 pp. \$5.50 (each).

This series is intended to present a comprehensive and authoritative "rapid" survey of special education for exceptional children (and, to some extent, adults). Contributions have been made to these three volumes by over 70 authors.

All reviewers are on the faculty of the University of Texas, unless otherwise noted. Because of the number of reviews carried they have been shortened to meet space requirements.

Volume I includes a general treatment of the special education field and a detailed survey and discussion of various problems (medical, guidance, educational, administrative, teacher training, vocational rehabilitation) common to all special education areas. Included are extensive bibliographies relative to the various phases of special education and extensive listings of official and voluntary agencies and of colleges having special education offerings.

Volume II is concerned with special education for the various types of physically handicapped (vision, hearing, speech, orthopedic, cardiac) and those handicapped by other special health problems (multiple handicaps, leprosy, muscular dystrophy, tuberculosis), and those homebound and hospitalized.

Volume III treats the intellectually gifted and the mentally handicapped as well as handicapped types involving neurological impairment and emotional disturbances. Attention is given also to problems of the aged, alcoholic, and narcotic. Somewhat extensive consideration is given to educational programs, training and therapy approaches, rehabilitation, social problems and implications, and causal factors with regard to various types of handicaps.—Reviewed by EMERY P. BLIESMER, *Educational Psychology.*

THE KINDERGARTEN LOG. By Mary Jackson Ellis. Minneapolis: T. S. Denison & Co., 309-321 Fifth Ave., So., 1955. Pp. 77. \$3.95.

This book offers abundant suggestions for kindergarten activities be they planned in terms of two, or three, or four hour periods. The format for presenting these suggestions is very attractive and makes for quick, easy reference. Activities include roll call, science-social studies, poems, finger plays, dramatizations, music, rhythms, rest, work periods, stories, evaluating, and planning. The ideas are not restrictive in any sense, but flexible enough to work in almost any situation. Time allotments, for example, are not indicated since this factor is left to the teacher's discrimination. It is assumed that no teacher would follow a sequence of activities exactly as presented.

The author's conscious effort to keep from being considered prescriptive may have kept her from offering more specific suggestions in certain areas—especially music. The bibliographies of music and story materials, how-

ever, indicate sources for obtaining such.

The book may be used not only as a basis for comparison with other programs, but also represents an excellent resource for teachers in organizing, planning, and executing their ideas.—C.H.D.

PSYCHOLOGY FOR LIFE. By Harry Ruja. New York: McGraw Hill, 330 W. 42nd St., 1955. Pp. 427. \$4.75. The author of a textbook for an elementary course in psychology has to make a definite choice as to the inclusion of material and the method and language of presentation. As Ruja himself expresses it, he must choose depth or breadth.

Choosing depth, the author includes little or no treatment of the senses or the nervous system. Discussion of perception, personality, emotion, motivation, and maturation also excludes much physiological material; but the strictly psychological aspects of these topics are fully developed. The five major concepts treated are: (a) learning and remembering, (b) vocational choice and intelligence, (c) thinking and perceiving, (d) personality and motivation, and (e) emotions and mental health.

Problems, excerpts from pertinent case studies, and other illustrative materials are presented in an effort to personalize the text. Each concept is presented in such a way as to relate it to the student who might query, "What does this mean to me?" Within this format, the topics of intelligence, perception, personality, and motivation are particularly well treated, with a rather fine balance being preserved between the frames of reference of "common sense" and "psychology as science." Treatment of emotions as related to mental health is skillfully executed.

The book has much to recommend it as an introduction to general psychology. It would require supplementation to furnish physiological and biological bases for psychological concepts.—Reviewed by A. C. MURPHY, *Educational Psychology*.

RACES AND PEOPLE. By William C. Boyd and Isaac Asimov. New York: Abelard-Schuman, 404 4th Ave., 1955. Pp. 189. Ills.

\$2.75. Writing for the intelligent adult or young person who wants a readable but scientifically accurate discussion of race, Boyd
(Continued on page 452)

A broad, dynamic survey . . .

EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM

By HENRY CLAY LINDGREN, *San Francisco State College*. This well-documented text stresses the role of the classroom teacher in the learning situation. The author's treatment of learning processes and problems is highly practical yet thoroughly grounded on research and modern theory. He covers such vital topics as self-concept, emotional maturity, the role of attitudes in learning, psychological needs, anxiety, emotional climate, and developmental tasks.

Important chapters are devoted to two topics of increasing interest among psychologists and educators—the "psychology of the group" and "task-oriented discipline." Because of its warm, child-centered approach and wealth of case material, students and teachers alike will find this text as interesting and as stimulating as it is informative. 1956. 521 pages. \$5.00.

Send for an examination copy.

JOHN WILEY & SONS, Inc.

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Books for Adults

(Continued from page 451)

and Asimov explain why language, cultural differences, or such obvious physical traits as skin color, hair type, height, and skull shape cannot be accepted as a basis for racial classification. They go on to a discussion of blood type (not only A, B, AB, or O, but M and N, and also RH and rh) as a way of classifying innate, hereditary differences among individuals.

As judged by blood groups, they believe there were originally six, or possibly seven, races of people: (1) Australian Aboriginal, (2) American Indian, (3) Asian, (4) African, (5) European, and (6) early European, plus a possible (7) Indo-Dravidian. But knowledge of these blood groups, they find, is mainly useful in tracing the migration of various peoples over the earth in prehistoric times. Since then, there has been so much mingling of the races that today it is impossible to classify an individual as belonging conclusively to one race or another. Moreover, there is no evidence that any one race is superior to others.

"During most of the last six thousand years, in fact, Asia and Africa were ahead of Europe. Advanced civilizations developed in Egypt, the Near East, India, and China while the European peoples were practicing human sacrifice and painting themselves blue."

The authors conclude, "We should consider all human beings as individuals to be judged for themselves alone, and not as members of any race. That is not only the kindest way . . . but the most scientific way as well." Or, as someone else has pointed out, "There is only one race, the human race."—Reviewed by LEIGH PECK, *Educational Psychology*.

PUBLIC EDUCATION IN THE SOUTH TODAY AND TOMORROW. A Statistical Survey. *Ernst W. Swanson and John A. Griffin, Editors.* Chapel Hill: Univ. of N. C. Press, 1955. Pp. 137. \$5. Racial integration is only one of the South's problems relating to its public schools. Problems of school support continue to be urgent. While the country as a whole was spending \$208.83 a year per pupil for current school expenses, the South was spending only \$143.15 per pupil (1949-50). For each white child \$165.71 was spent on current school costs, though for each Negro pupil only \$115.56 was available, a difference of \$50 a year per child (1951-

52). Not only are daily school expenses less adequately met in the South, but children are all too often "housed in buildings far below any conceivable standard." Of the two billion dollars that would be required to repair or replace substandard buildings, more than a third (about \$800,000,000) would be necessary to provide adequate facilities for Negro pupils, even though they constitute only a fourth of the school population, for their present school buildings are in even worse condition (as a whole) than those for white pupils.

Even though the South is supporting its schools less adequately than other parts of the country, and the general educational level of its citizens is below that of other sections, the South is spending a far greater part of its income on education, approximately six percent, as compared with about three percent for the country as a whole. The per capita annual income in the South is below the national average, but is rising. If Southern prosperity continues to increase, and if the South continues to spend a disproportionately large share of its income on schools, most Southern states, according to the estimate of



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KANE, PENNSYLVANIA

Swanson and Griffin, can reach the national average for school support by 1960.—Reviewed by LEIGH PECK.

THE EARLY YEARS OF CHILDHOOD— EDUCATION THROUGH INSIGHT.

By Katherine Stern and Toni Gould. New York: Harper, 49 E. 33rd St., 1955. Pp. 203.

\$3.50. The authors propose a middle road approach that "will lead to the child's own discovery of ways of behaving that are happy and productive for him."—Reviewed by CLYDE MARTIN, *Curriculum and Instruction*.

CHILDREN AND THE LANGUAGE ARTS.

Edited by Virgil E. Herrick and Leland B. Jacobs. Englewood Cliffs, N. J.: Prentice-Hall, 70 5th Ave., 1955. Pp. 524. \$5.

Realistic, purposeful activities in the home and at school are recognized as effective vehicles for developing interrelationships in the language arts. Language development of children is keyed to their personal, social, and educational advancement and must be significantly guided if the language arts function.—Reviewed by FRANCES LEWIS MERRITT, Howard Payne College, Brownwood, Texas.

LITERATURE AND MUSIC AS RESOURCES FOR SOCIAL STUDIES.

By Ruth Tooze and Beatrice Perham Krone. Englewood Cliffs, N. J.: Prentice-Hall, 1955.

Pp. 457. \$5.75. A wealth of resource material! The running commentaries and information are interspersed with book lists and musical examples. An exceptional bibliography of books and music is given at the end of each part. To our knowledge there is no other such reference available today. "This human approach to social studies offers dynamic motivation for learning and living, both now and as the child grows to maturity . . . Hence, folk music, folk dances, folk lore, and folk art offer a unique social instrument for understanding and sharing all of life."—Reviewed by CHARLOTTE DuBOIS, *Music*.

EXPLORING THE MUSICAL MIND.

By Jacob Kwalwasser. Boston: Coleman-Ross, 80 Boylston St., 1955. Pp. 181. \$4.50.

The author states that "the twofold purpose in writing this book is to disseminate the results of organized experimentation and to interpret these results in terms of a more progressive (Continued on page 454)

RAINBOW RHYTHMS

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Books for Adults

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pedagogy." In separate chapters the relation of Musical Talent to Inheritance, to Intelligence, to Age, Motor Measurement, Sex, and Training are discussed. Other topics deal with Race and Nationality, Stroboscopic and Music-reading, Measurement, and Exploring Musicianship Through Measurement.—Reviewed by CHARLOTTE DuBOIS, *Music*.

READING FOR TODAY'S CHILDREN. 34th Yearbook, Dept. of Elementary School Principals. Washington, D. C.: NEA, 1201 16th St., N.W., 1955. Pp. 278. \$3.50. By using contributions from more than 60 writers, the Yearbook Committee was able to blend philosophy, theory, research, and classroom experiences into a well-balanced and readable report.—Reviewed by D. RICHARD BOWLES, principal, Brentwood Elem. Sch., Austin.

CHILD DRAMA. By Peter Slade. New York: Philosophical Library, 1955. Pp. 378. \$10. (Printed in Great Britain by Hazell Watson and Viney Ltd., Aylesbury and London.)

According to the author, "there exists a Child Drama which is an Art Form in its own right, and that is what this book is about." This comprehensive presentation is based upon the author's observations of thousands of children over a period of more than 25 years.

Actually this book is a textbook and as such it cannot be read lightly or even quickly; it deserves deep study and consideration. Its importance "lies in its totality—its carefully unfolded theoretical considerations backed by intricate documentation of practical examples." It shows how drama is an important part of education; how it is linked up with every other subject; how it can be used as an aid to discipline and the three R's.—Reviewed by ALMA M. FREELAND, *Curriculum and Instruction*.

SCRIBBLING, DRAWING AND PAINTING.

Their Role in Child Development. By Wolfgang Grozinger. New York: Frederick A. Praeger, 105 W. 40th St., 1955. Pp. 142. Herbert Read, in his introduction, writes: "This is a wise little book poised somewhere between the love of children and the psychology of art—but one might say equally well: somewhere between the love of art and the psychology of children." To the reviewer,

it is another bit of wisdom to be added to the storehouse of parents and teachers of young children who are seeking to understand the complex process of human development.

The author's special contribution to "education through art" is the encouragement of bi-manual painting and drawing by young children. Because children are ambidextrous in their first years, the sense of space and body is developed by equal use of both hands. The damage to the child's understanding of reality, which may result when parents and teachers insist upon "not touching and using the right hand," is discussed in a most provocative manner.

This author reiterates the contention of educationists that the art of young children does not need to be directed by artists.—Reviewed by CLYDE MARTIN, *Curr. and Instr.*

PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND YOUTH. Edited by William Cruickshank. New York: Prentice-Hall, 1955. Pp. 594. \$6.50. This book is a symposium prepared by the editor and nine others. Each deviation area has been treated by a psychologist who has considerable experience

in, and knowledge of, that area. The various areas treated are: impaired hearing, defective speech, impaired vision, orthopedic impairment, epilepsy, chronic medical disorders (tuberculosis, heart disease, endocrine disorders, diabetes, allergic disorders), mental retardation, and gifted children. In addition, a chapter is devoted to each of these topics: somatopsychology of physical disability, problems involved in psychological testing of exceptional children, and psychotherapy and play techniques with exceptional children.

The stress is upon "the psychological considerations of the influence of physical deviation upon the normative growth and development of children and young people."—Reviewed by EMERY P. BLIESMER.

GUIDANCE AND CURRICULUM. By Janet Kelley. New York: Prentice-Hall, 70 5th Ave., 1955. Pp. 532. \$5.75. This book provides a comprehensive look at the school from a dynamic and functional point of view with special reference to guidance programs and services on the one hand and curricular and instructional approaches on the other hand.

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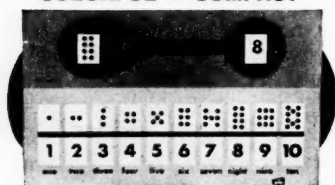


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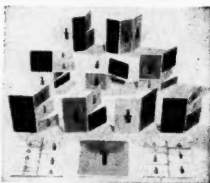


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Books for Adults

(Continued from page 455)

Some effective suggestions are offered for the development of a guidance-based curriculum, considering how this can be done with core-curriculum and experience-centered educational programs. A succeeding section deals with the broad problem of articulation from level to level and among the several sometimes disparate aspects of the total school program. The integration of school with parent groups and with the community is stressed.

The fundamental theme of the book is that integration of guidance and curricular services can be accomplished through enlightened teamwork. The writer spells out more comprehensive roles for the guidance counselor, the curriculum director, and the teacher without detracting at all from the special purposes for which these persons are trained. Her wide use of illustrative material from programs which produced effective integration portrays these respective roles in action.—Reviewed by ROYAL B. EMBREE, JR., *Educ. Psychology*.

A SOCIOLOGY OF EDUCATION. By Wilbur B. Brookover, in collaboration with Orden C. Smucker and John Fred Thaden. New York: American Book Co., 55 5th Ave., 1955. Pp. 436. \$4.75. In this book the school is seen as subject to the forces of society in general and of the local community. The picture drawn is not always pleasing.

Implicitly, Brookover raises fundamental questions: To what extent does the school serve as transmitter of the existing culture? To what extent does it induce change? And how can these seemingly opposed functions be reconciled in one institution? Differing opinions as to the correct answers to these problems would appear to underlie most of the furor over education. But there are other questions. Does the separation of the school and its teachers from the common stream of community life make it impossible for this institution to offer pupils the models of personality which will assure them acceptance in the communities in which they will live; or must they reject a considerable part of what they are taught? Is the school an effective channel for community improvement; or should it maintain the social distance at which it has been placed?—Reviewed by HARRY ESTILL MOORE, *Sociology*.

Among the Magazines . . .

Editors, LUCY NULTON and Teachers
P. K. Yonge School, Univ. of Fla., Gainesville

Sometimes a piece of fiction can bring us a new, sharper insight into child life or family relationships than we have ever realized before. Such writings help us impart insights to others whom we would have understand children. There is no bibliography of magazine fiction which expresses these insights. In this, our last review, we offer an annotated list of some stories we have found in the past two years which gave us clearer insights, more joy, and happier pride in the fact that we live for children.

Of course, we thought at once of "See How They Run," by Mary Elizabeth Vroman, *Ladies' Home Journal*, June 1951, of Pearl Buck's "The Secret of Everything," *McCall's* Feb. 1954, and of "I Was a Hobo Kid," by Billie Davis, *Saturday Evening Post*, Dec. 13, 1952. Though two of these were published more than two years ago, they are classics in the literature of understanding children. "I Was a Hobo Kid," is a true story, but it reads like fiction and it gives a stirring interpretation of the meaning of the American Public School in this era when we do well to consider what public schools for everybody mean to a democracy.

"See How They Run" gives insight into good teaching, understanding children, and the poignancy of working with children of needy homes. It gives, further, a tender and realistic glimpse of what it means to be a teacher-member of a minority group in an alien culture. Somewhere, somehow this story should be immortalized by being published in a book where it would be forever available. However, its author has immortalized it by her sensitivity, courage, and beautiful style of writing.

Pearl Buck's, "The Secret of Everything," we have reviewed previously.

If you have access to back files of magazines these three are worth reading again and again, to yourself and to every new member of our profession whom you know.

We know two teachers who make it a practice to clip and file short stories such as these. Their files are inspiring and valuable.

Then, there is "Troubador," by Eugene

Walter, *Harper's Magazine*, Aug. 1953, a short story which reminds one of Eudora Welty at her best in its shimmering creation of atmosphere, yet has a Scotch-Irish gift of canny humor in its mocking of adults and their world. The unexpected twist at the end first hurts then sets one laughing.

Certain magazines bear watching for stories such as these depicting children. Several of Eudora Welty's stories appeared first in *The Atlantic Monthly*, *Harper's Bazaar*, and *The Sewanee Review*. *Mademoiselle* frequently prints stories of unusual sensitivity and charm interpreting children. Some of these we have mentioned previously.

In a different vein is Victoria Case's, "A Touch of Tenderness," *American Magazine*, Dec. 1955, in which a teenager becomes a member of the adult brotherhood of his world through his experiences with the family of the 10-year-old who stole his bicycle. Here is a wise and gentle portrayal of family relationships in two very different families.

Any boy-and-his-dog story is likely to be good. This one is a girl and her dog. It, too, delightfully pictures wholesome family relationships as she matures "into the fraternity of human beings." Grandpa is priceless! But so, too, is her first-person account interlarded with teenage use of current mental health terminology. The story is "Loki, Stay," by Jeanne E. Wylie in *Woman's Day*, Jan. 1956.

Woman's Day, to be purchased only at the A and P Grocery Stores, regularly carries stories and feature articles enriching for those who live with children. We have previously mentioned John McNulty as a regular writer. His word pictures of his little son recently printed in book form appeared first in this magazine.

"Half-Past Twelve," *The American Home*, Sept. 1955, is the heart-warming story of a father and his twelve-and-a-half-year-old boy. The father, who is proud of his son and has high standards for him, comes to realize that his son is still a boy and not an adult. As an understanding father he is able to help him through an incident that moved the boy toward manhood. This is a good interpretation of a boy of this age.

A child finds his own way of adjusting to loss and fear. As for all of us, it must be worked through, sometimes in bewilderment further beclouded by adult efforts to understand and help. "Little Boy Not Lost" by For-

rest Rosaire, *Ladies' Home Journal*, Aug. 1955, begins, "In a child, the fear of the dark may be a big thing. As big as the biggest fear in an adult, or bigger, because the dark is so formless and a child is so alone." The story works poignantly through wrong assumptions and pity-filled efforts of the adults until at last the 5 year old had "in his peculiar way, brought back the one he needed in the dark." A child may forget the visual image of a person, yet have other ways of remembering.

"Wanted: Poor Boy Who'd Like to Be Rich," Jerome Weidman, *Good Housekeeping*, May 1955. Mr. Suva was wealthy but he could not make up for his lost childhood by trying to force Danny to play with the electric train in a strange and hostile setting. Later Mr. Suva watched Danny and the other children play freely and happily with the same train sent to the nursery school. This was the beginning of a changed Mr. Suva.

One of the most delightful short-shorts of many a year is "The Little Girl Who Wasn't There," by Charles Einstein, *McCall's*, Dec. 1955. Even to comment would be to give it away. Just hunt it up and read it for fun.

"The Inventor and the Actress," *Atlantic Monthly*, Oct. 1955, is a wonderful, true-to-life-jumbled story of a boy and a neighbor family, such as no one but William Saroyan could produce. The inventor is the boy, the actress one of the neighbor girls. Somehow within the jumble of the children's conversations, dramatics, and disconnected, intermittent communications we get a piercing feel of the boy, Jim, and his awareness of the others, along with a convincing picture of two families, although only one adult appears on the scene. Here is a skillful drawing of the disconnectedness of children's communications yet the persistence of a thread of communication which is more tenuous than adult ties. Here, also, are clear portrayals of two very different temperaments in children, with a hint of dawning adulthood.

"They were wanderers—the man and the boy—always following a never-ending road. But they were together, and the whole world was their home." "Father and Son," by William Saroyan, *Cosmopolitan*, Aug. 1955, is a warm description of the happiness of a little boy whose father lovingly takes him with him. Says the boy, "It was Heaven itself around



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there . . . And I was glad that we lived in a Ranch Wagon and the whole voyald, instead of a house stuck in the mud somewhere."

Set in the framework of a U. S. occupation barracks in Germany, "The Kill," by Kay Boyle, *Harper's Magazine*, Aug. 1955, tautly explores the interpersonal thoughts of a lonely 7-year-old boy, his lonely mother, and the father who must escape them both into his own private world of fields and guns.

The Jan. 1956 *Harper's Magazine* has "Lazy Susan," by Frances McFadden. Here is a good tale of two boastful little boys and how their boasting lifted their harassed mother out of a summer dilemma. The picture of the little boys swapping boasts is very clear and delightful. Also in this issue is "The Well-Bred Children," a poem by Helen Puner and Judith Murphy—a gently sarcastic enjoyment of changing theories on child rearing.

"Adopted," by Margaret Bell Houston, *McCall's*, Nov. 1955, gives many insights into the meaning of being adopted, the uncertainties of relationships, the overpowering need to belong.

Too often adults assume "He is too little

to be told. He won't understand." Perhaps he already knows more than they think. Buster, of "Nobody Tells Me," by Roma Jaffe, *Good Housekeeping*, Aug. 1955, was 7 years old and involved in news-worthy tragedy. "Because he came from a respectable and close-knit, silent family, he was whisked off to his grandmother's." No one told him anything or talked with him about the tragedy, but Buster followed much of their thinking and their awkward efforts to cover up while at the same time he was confused by their attitudes. He even knew what the newspapers said. Suddenly, he could read. "A little door in his mind had opened and it would never be shut again." Here is a very good description of how printed symbols come to have significance in a child's mind! Buster, in misery and daze, figures out his defense. "Nobody ever tells me anything; why ————?"

These stories are not all Literature with a capital L. We think they all offer sound insights toward understanding children, along with well-constructed writing and entertainment which widens our horizons.

Bon voyage!

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Over the Editor's Desk

An Open Letter Dear Friends—all of you who have looked on this page during the past few years: Finishing one experience and preparing to start another makes one aware of the many helpfulnesses that have been extended.

Thank you to the members of the Editorial Board—a continuing procession over the past five years. It has been a joy to work with you. How eagerly Mrs. Carlson and I have looked forward to your frank evaluations of the issues of *CHILDHOOD EDUCATION*. The planning sessions for forthcoming issues have been stimulating and challenging. How well you represent the readership of *CHILDHOOD EDUCATION*.

I would like to pay a special tribute to the Editorial Board Chairmen with whom I have worked. There was Alice Miel who helpfully served an extra half year to get me started on the job. Viola Theman had been a friend before her chairmanship but our struggles of the first two years brought many new facets to the friendship. Pauline Hilliard gave of her strengths so freely. Many long hours of work were lightened by the comradeship of sharing a common concern. Laura Hooper is serving as an excellent chairman during this transition with her excellent ideas and willingness to help on knotty problems.

There would be no magazine or bulletins without those wonderful people—the contributors. How graciously they have accepted an invitation to write. How generously have they given of their time and efforts with no hope of an earthly reward.

Every job has its ups and downs. A glaring error crept into an article! There it was, only apologies could be sent to the author. The reply was so gracious it made me realize that “big” people are understanding. An article just too long to fit the space had to be edited down! Again with trepidation the carbon of the manuscript was sent to an author explaining why—and the heartwarming reply, “I think it is much better this way. Thank you for cutting it.”

As the deadline for the printer nears there is always the horror that a “hole” will develop. One day a “hole” was discovered, but the mail that day brought an unsolicited manuscript that exactly fit the topic for the

month and rounded it off in a much needed direction.

Or another time when one of the “holes” emerged there was the friend who had just given a talk on the topic and was willing to write it in 10 days.

There is the thrill of “finding new authors.” Sometimes their manuscripts have been handed to you so hesitantly, or you pick them up from the mail and find one written with a real flair for writing with a real message to convey, then your day is indeed complete.

It has been fun to meet with ACE Branches in many parts of the country. Each has made me feel so welcome with its own warm brand of hospitality. I have never failed to come away feeling that I had more new friends.

I want to say a special Thank You to the members of ACEI Headquarters staff. It has been a pleasure to work with them. Each has his own way of contributing to the work of the Association.

And so I say—Thank you to all my old friends of many years who have continued their support, thank you to all my new friends who have added new dimensions to the experience of being friends.

Next Year The theme for next year's issues of *CHILDHOOD EDUCATION* is “That All Children May Learn.” Here are the topics for each month.

September: “That All Children May Learn.”

October: “Teachers Are Important.”

November: “Resources Must Be Explored.”

December: “Lines of Communication Must Be Extended.”

January: “Skills Are Needed.”

February: “Teamwork Is Essential.”

March: “Wholesome Concept of Self Must Be Developed.”

April: “There Must Be Balance and Time.”

May: “Education Extends Beyond the Classroom.”

SECOND SECTIONS will include: physical education, reading, science, assemblies, excursions, new classroom materials, climate for learning, working with migrant children, student councils and committee work.

There will be articles continuing the feature “Concerns for Children Are Worldwide.”

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